



Ms. Kina M. Champion
Director, School Innovation
Community Empowerment, Innovation, and Partnerships Division
DeKalb County School District
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083
kina_champion@dekalbschoolsga.org

Dear Kina:

Please find attached the Charter School Renewal Application for The Museum School (“TMS”). As you are aware, TMS has attempted to engage in a discussion with DeKalb County School District (“DCSD”) since February, 2021 regarding the possibility of transferring to the State Charter Schools Commission (“SCSC”). However, despite numerous requests for a discussion regarding this transition, both directly to the DCSD staff and Board and then (as requested) through counsel, DCSD has refused to engage in any way regarding this vitally important issue. As has been previously stated, after careful deliberation and discussion the TMS Board of Directors would like to pursue authorization through the SCSC, as the SCSC is better positioned to allow TMS to reach its long-term goals of replication and expansion of its highly successful curriculum.

Unfortunately, because of DCSD’s refusal to engage in any discussion regarding the transfer of TMS to the SCSC, we are now in the position of submitting the attached application even though it is our intent to pursue authorization through the SCSC. Obviously, the main priority for TMS is to continue to serve its students as it has done for the last eleven years and TMS does not want to be placed in a position where it does not have a charter. Thus, out of an abundance of caution, TMS is submitting this application with a request that DCSD agree to a non-renewal so that TMS can pursue authorization through the SCSC. Once again, we are more than happy to discuss this request with you or any DCSD representative who may have questions regarding this issue.

Sincerely,

Kelly Swinks
Chair, TMS Board of Directors

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4.	Attach a copy of the governing board's Conflict of Interest Form.	57
5.	Attach a completed Accountability Report.	58
6.	Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.	59
7.	Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the autonomy of the charter school from the district.	60
8.	Attach a copy of any admissions (pre-lottery) application the charter school proposes to use. Pursuant to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, any admissions application must conform to the open enrollment requirement. Therefore, admissions applications should be limited to a student's name, contact information, home address for the purpose of verifying the student's residence within the school's attendance zone, grade level, and information required for any enrollment preference, such as identifying a sibling already enrolled at the charter school. If the charter school proposes to utilize a weighted lottery for educationally disadvantaged students, the admissions application may also include questions tailored to the subgroup(s) the school will offer an increased chance of admission according to the weighted lottery guidance available on GaDOE's website.	62
9.	Attach a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency in its procedures.	64
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16.	Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.	182
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	23c. Back-up documentation proving the legal reality of additional sources of revenue included in the budget template, including any funds other than state and local funding, including bank statements and/or signed grant award letters.	N/A
24.	Attach the résumé for the charter school's Chief Financial Officer.	234
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26.	Attach the charter school's signed and notarized.	240
27.	Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.	
28.	Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.	
29.	For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.	N/A

GADOE & DCSD CHARTER APPLICATION PACKAGE CHECKLIST

The Charter Application Package must comply with the following submission procedures.

- An Application Package includes original and 2 copies of the following items:
 - APPLICATION COVER PAGE** (Use the form on page 10 of this application; the form may not be altered in any way.)
 - CHARTER APPLICATION** (Answers to the questions posed on pages 11-14 of this application.)
 - The Application is limited to 75 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school's name and a footer showing consecutive page numbers.
 - The original must be signed in blue ink. Stamped signatures will not be accepted.
 - ASSURANCES FORMS, SIGNATURE SHEETS, AND AFFIDAVIT** (Use the Assurances Forms, Signature Sheets, and Affidavit on pages 17-20 of this application; the forms and sheets may not be altered in any way.)
 - The original must be signed in blue ink; stamped signatures will not be accepted.
 - Electronic copy of assurances must be signed. Blank copies will not be accepted.
 - DOCUMENTATION OF VOTE – FOR CONVERSIONS ONLY** (Use the form on page 21/Exhibit 29)
 - The original must be signed in blue ink; stamped signatures will not be accepted.
 - EXHIBITS** (See list of required Exhibits on pages 15-16 of this application.)
 - Required Exhibits should be as limited in size as possible.
 - All Exhibits must be tabbed with a header showing the school's name and a footer showing consecutive page numbers.
- The Application Package must be submitted electronically to charterschools@dekalbschoolsga.org via DropBox.
- The Application Package must include a:
 - 1. Microsoft Word version of the Application Cover Page (page 10)
 - 2. Microsoft Word versions of the Application and Exhibits
 - 3. PDF Version of the Complete Application Packet in the following order: Cover Sheet, Application, signed Assurances Form(s), Affidavit, and Exhibits (including Exhibit 18 - DCSD Assurances and Required Statements). Exhibit 18 – DCSD Assurances and Required Statements may not be altered in any way.
 - 4. PDF version of the Locally-Approved Charter School Partners Roles and Responsibilities Chart
 - 5. Excel version of the completed Budget Templates
- Faxed or emailed copies will not be accepted. Only complete applications that comply with these guidelines will be evaluated.

SIGNATURES REQUIRED UPON DELIVERY. COMPLETE APPLICATION MUST BE RECEIVED BY 12:00 P.M. ON WEDNESDAY, AUGUST 11, 2021 IN ORDER TO BE IN THE 2021 REVIEW CYCLE FOR OPERATING IN 2022-2023.

Petition for (Name of School): The Museum School of Avondale Estates

Delivered by (Charter School Representative): Katherine Kelbaugh

Received by (DCSD Representative): _____ Date and Time: August 11, 2021, 11:00 am

CHARTER SCHOOL RENEWAL APPLICATION COVER PAGE

Check One: Start-up Renewal Conversion Renewal

When was the original charter term start date? July 1, 2010

How many charter terms has the school been in existence? 1 one-year Commission term (2010-2011), 1 one-year DSCD term (2011-2012), 2 five-year DCSD terms (2012-2017, 2017-2022)

Name of Charter School: The Museum School of Avondale Estates

Name of the Georgia nonprofit corporation that currently holds the charter:

Avondale Education Association, Inc.

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

Contact Information for the Governing Board Chair

Contact Person: <u>Kelly Swinks</u>	<u>Board Chair</u>
Name	Title

Contact Address: 1183 Berkley Road Avondale Estates, GA 30002

Telephone Number: (706)372-5249

Fax Number: N/A

E-mail Address: Kelly.swinks@themuseumschool.org

Contact Information for the Person Filling out this Application

Contact Person: <u>Katherine Kelbaugh</u>	<u>Executive Director</u>
Name	Title

Contact Address: 30989 Alston Dr. Decatur, GA 30032

Telephone Number: 404-729-2186

Fax Number: N/A

E-mail Address: Katherine.kelbaugh@themuseumschool.org

The Museum School of Avondale Estates

Charter School Renewal Application

Executive Summary

Name of Charter School: The Museum School of Avondale Estates

Proposed Charter Term Length: July 1, 2022 – June 30, 2027

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: 588

This application was approved by _____ Local Board of Education on _____,
202__

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	66	66	72	72	72	0	0	0	0	588
Year 2	60	60	60	60	66	66	72	72	72	0	0	0	0	588
Year 3	60	60	60	60	66	66	72	72	72	0	0	0	0	588
Year 4	60	60	60	60	66	66	72	72	72	0	0	0	0	588
Year 5	60	60	60	60	66	66	72	72	72	0	0	0	0	588

- 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 of The Museum School is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success. Museum School students from diverse cultural and socio-economic

The Museum School of Avondale Estates

backgrounds all share the common experience of exploring in an innovative public school setting. The Museum School is unique in Georgia and has an educational model that recognizes that children learn best through personal experience and hands-on discovery. Our academic program implements the museum school model, in which we partner with museums to achieve high academic standards by creating inquiry-based, collaborative learning units. Our curriculum is not only based on research-based practices and state standards but also our core values: Responsibility, Respect, Sustainability, Cooperation, Creativity, and Kindness. Each core value is integrated into the curriculum of the school not just as separate character education objectives, but as lenses integral to the examination of all content matter. As a result of the school's academic and organizational innovations coupled with our autonomy as a charter school, The Museum School's student achievement scores are consistently high. Annually, The Museum School's CCRPI single scores are higher than the state and district scores. MAP data, as compared to the national norm, reflects significant student growth with the majority of students growing at a faster rate than their peers. Central to The Museum School's mission is its focus on justice and equity. TMS has taken an active, aggressive approach to increasing, embracing and honoring diversity among students, staff and board members. Parent and community involvement are central to our mission. The Museum School offers a choice for families seeking an innovative, yet proven model of education. Community members and local businesses have donated their time, talents, and services to enhance TMS' academic program. Community interest can also be measured via applications and enrollment. During open enrollment in February 2020, we received 1,092 applications for 72 positions. The 2021 lottery saw close to 700 applications for 72 spots. Currently, we have an extensive waiting list at every grade level K-8.

- 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 rule 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)**

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With the broad flexibility waiver granted to charter schools, The Museum School waives policies that inhibit innovation and preclude school-based decisions specific to school needs. Operating as a charter school allows us to implement this unique but proven model that is aligned with the Georgia Standards of Excellence and is not available in any other Georgia public school. Our instructional methods are student-centered, individualized, and project-based in order to create learners who are creators and participants (not just passive receivers) of knowledge. We accomplish this through the use of research-proven instructional methods, including differentiated instruction and inquiry-based, collaborative, real-life, active learning.

Students explore four (4) themes each academic year, each in a 9-week block. At the beginning of each quarter, the theme is introduced and students begin their individual “travel journals.” Specialized and exploratory classes are also integrated into the thematic units. Integrating a common theme across multiple content areas enables our students to see relationships between content areas and internalize key concepts. Approximately every other week, students travel to a partner museum to explore select artifacts directly related to their studies. Students reflect on their learning in their travel journals through a variety of methods including drawings, poetry, fiction/nonfiction writing and more.

At the end of each unit, students collaborate to produce Exhibit Night, in which the school actually becomes an exhibit hall. Students act as docents, teaching parents and other community members what they have learned. In addition to static projects and displays, exhibits include scientific experiments, dramatic representations, simulations, and other demonstrations of the content. By working backwards from the exhibit to be created at the end of the unit, teachers ensure that essential questions are explored and that the applicable performance standards have been thoroughly addressed.

Instruction is focused on students’ learning styles, readiness, and prior understandings and experiences. This teaching model allows all of our students to move beyond basic proficiency and toward academic excellence. Reading, writing, and math workshop are implemented in all K-8 classes to ensure hands-on, differentiated learning opportunities for all students.

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, and the school’s community interest and need. (350 words or less)

The Museum School currently operates as a single school, independent of a CMO or EMO. TMS is interested in exploring opportunities for replication or expansion in order to share its successful model with other communities. Several key components of the successful museum model are scalable and replicable. Some of these features include:

- focus on hands-on learning through project-based learning, Exhibit Night, travel journals, and learning expeditions with local and broader community partners
- workshop model style of learning for all core subject areas
- focus on Core Values and Social Emotional Learning
- Arts integration

The organizational structure of TMS begins with its Board of Directors followed by the school’s Executive Director, Principal, and school staff.

The business and affairs of The Museum School are managed under the direction of the Board of Directors of the Avondale Education Association. The Board holds the Executive Director, Principal and staff accountable for the academic results and fiscal responsibility of the school. The Board provides additional support for the school by way of fundraising, marketing, and establishing partnerships with community organizations in ways consistent with the mission, vision, and values of the school.

The Executive Director (ED) is charged with enhancing the delivery of the school’s strategic plan, partnering with the TMS Board of Directors and mentoring the school’s operation-based leadership team.

The Principal is responsible for the daily operations of the school.

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The Board's 5 year strategic plan prioritizes Academic Excellence, Financial Sustainability, Strong Governance, Infrastructure and Resource Growth, Effective Communication, Educational Leadership, and Building a Diverse and Inclusive Community. See Exhibit A.

Parent and community involvement are central to our mission. The Museum School offers a choice for families seeking an innovative, yet proven model of education. Community members and local businesses have donated their time, talents, and services to enhance TMS' academic program.

Community interest can also be measured via applications and enrollment. During open enrollment in February 2020, we received 1,092 applications for 72 positions. The 2021 lottery saw close to 700 applications for 72 spots. Currently, we have an extensive waiting list at every grade level K-8.

With the broad flexibility waiver granted to charter schools, The Museum School waives policies that inhibit innovation and preclude school-based decisions specific to school needs.

As the only museum school in Georgia, The Museum School of Avondale Estates brings a unique, proven innovative approach that is not available in any other school in the DeKalb County School District. The model's comprehensive focus on learning expeditions, museum partnerships, Exhibit Nights, and project-based learning offers families in DCSD a unique style of learning, not offered anywhere else in the district. A close look at the mission statements and models of learning at other DCSD schools confirms that this model of learning is not being taught in other schools. The school's extensive waitlist demonstrates families' desire to engage in this hands-on style of learning.

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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.**

See 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

The Museum School exceeded its academic goal of demonstrating proficiency and/or improvement on the CCRPI by earning a CCRPI score higher than the State and District during each year of its charter term.

The Museum School was within the expected range of the BTO data analysis during each year of the charter term in which it was calculated.

In response to norm-referenced assessment data, Milestones data, and BTO data, the school has implemented numerous interventions and strategies to improve students growth and achievement.

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- **Daily Middle Grades Intervention Blocks** where all middle grade students participate in learning blocks have recently been designed and implemented to remediate or accelerate learning in math and ELA based on individual test data.
- New **Research-Based Intervention Materials** have been purchased and are consistently and effectively implemented by EIP, REP, and SPED teachers.
- **After-school Tutoring and Summer Camp Programming** has been implemented to help students get additional instruction in core subject areas.
- **Professional Learning** specific to high quality, rigorous instruction and differentiation is embedded throughout the school year for all instructional staff.
- **Evidence-based software programs and curriculum materials** have been purchased to ensure all students' accessibility to high quality programs and materials.

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The 2019-2020, 2020-2021, and 2021-2022 school years have looked different at The Museum School as a result of the ongoing pandemic. For The Museum School, specifically, these are some of the academic, museum-model modifications put into place in response to the pandemic:

- Learning expeditions are virtual or outdoors
- Exhibit Nights are virtual
- Small group and partner work is limited

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Organizational

The Museum School met and exceeded the organizational goals related to economic sustainability and governing board training. Attendance goals were not met and school climate goals were only partially met. The majority of socio-demographic diversity goals were met.

Attendance goals were not met due to extenuating circumstances during the 17-18 and 18-19 school years due to flu outbreaks and during the 19-20 school year as a result of reverting to virtual learning during the latter part of the year.

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The school relies on Cognia/AdvancEd surveys to gauge parent and student satisfaction. In the transition of AdvancED to Cognia, survey platforms were not readily available, forcing the school to use other survey instruments that did not focus on general satisfaction. Further, end-of-year 19-20 and 20-21 school year surveys focused on satisfaction of and feedback on virtual programming, not general school satisfaction. These factors have led to the school being unable to track specific teacher and parent "satisfaction" data. Recent survey data reflects teacher/parent perception and experience with virtual learning, limited in-person learning, etc., not the stakeholders' general satisfaction with the current programming. Low transiency numbers from students and staff, however, clearly reflect satisfied families and teachers. Concerns raised through the recent virtual learning and other surveys have been discussed at board meetings, Town Hall events, and through email communication. The Board ensures that stakeholders know the Board is listening and is poised to work with school leaders to take appropriate action, as needed.

The Museum School ensures that all stakeholders have equitable access to the AdvancEd/Cognia and other surveys by

- Offering easy to access electronic links for surveys
- Creating surveys that can be completed from mobile devices
- Offering paper copies
- Offering school computers on campus to complete the survey
- Offering the assistance of school staff to talk through the survey with families by phone and input the survey data
- Offering parents the option to share their preferences/feedback directly with an administrator

The input provided offers clear insight into the community's needs. It is disaggregated and presented to school staff, the board, and the community as part of the decision making process. Final decisions reflect the needs of the community as identified through the surveys.

Moved up [1]: Attendance goals were not met due to extenuating circumstances during the 17-18 and 18-19 school years due to flu outbreaks and during the 19-20 school year as a result of reverting to virtual learning during the latter part of the year.

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Parents are actively involved in supporting school improvement priorities. Parents regularly complete surveys and questionnaires asking for feedback, preference, experience, and perception on a variety of topics including recruitment, EDI, instructional programs, vendors like lunch and aftercare, and more.

Additionally, parents serve on and actively contribute to multiple school-based and board-based committees and task forces including the Student Recruitment Committee, TMS Experts team, Return to School Task Force, Diversity Committee, Parent Council for Diversity and Equity, Finance Committee, Governance Committee, Facilities Committee, TMS Foundation, and TMS PTO.

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Staff and board-level socio-demographic goals were exceeded. Student sociodemographic data showed great gains in the school's free-reduced lunch percentage numbers over the charter term. The aggressive goal of adding an additional 4% each year was only partially met due to the low transiency rates of students. The school only has about 72 spots available to new students each year, making it difficult, even with intense efforts like a weighted lottery and robust student recruitment, to increase the total free/reduced lunch percentage by 4% each year.

Due to the limited number of seats available during the Open Enrollment period (72), there are few opportunities to significantly increase *schoolwide* free/reduced lunch percentages. Combined with sibling, board, and staff preferences, annually, there are not enough spots available after preferences to meet the 4% goal. Please see the table below for more details:

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The Museum School of Avondale Estates

School Year	Date of Lottery	Free/Reduced Lunch number	+ 4% (to achieve goal)	New F/R Lunch students needed in lottery to make goal	Spots available after preferences
2021-2022	Feb. 21	27.3%	31.3%	33	23*
2020-2021	Feb. 20	23.7%	27.7%	37	32*
2019-2020	Feb. 19	23.8%	27.8%	45	26*
2018-2019	Feb. 18	21.2%	25.2%	34	24*

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* There were not enough spaces available to be able to make the pre-determined goal.

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The difference between the percentage of students eligible for free/reduced lunch at The Museum School and local Avondale Elementary and Peachcrest Elementary can be explained through data.

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School	Total Resident Students in Attendance Area	Residents Attending other DCSD Schools	Residents Attending DCSD Charter Schools	Resident Attendees
Avondale Elementary	721	-108	-310	303
Peachcrest	953	-105	-163	685

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Source: https://www.dekalbschoolsga.org/operations/files/2019/11/FiveColumn_FTE_2019_10_01.pdf

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There are two sets of circumstances that contribute to the difference in f/r lunch stats among the three schools

1. The table above demonstrates that a school's demographics don't necessarily represent the school's attendance zone. For instance, Avondale Elementary, is serving less than half of its current residence population (303/721 – 42%). Since the majority of the Avondale Elementary attendance zone is not attending Avondale Elementary, and therefore is not contributing to the school's demographic data, it is incorrect to conclude that the demographics of Avondale Elementary reflect the demographics of its residents/attendance zone – further making it incorrect to compare The Museum School's representation of the attendance zone to Avondale Elementary's representation of the attendance zone.

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2. The table above reflects a different scenario for Peachcrest Elementary. Since Peachcrest is serving 685 of its 953 residents (72%), there is very little movement of residents to other school settings. 268 residents are at other DSCD schools and DCSD Charter Schools located throughout the district. Schools that also pull from the Peachcrest zone can't be expected to mirror the zone's statistics when the vast majority of residents in the zone are staying at the home school of Peachcrest.

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3. **Describe the school's current financial situation. In your description:**

- a. **Include an explanation of financial results.**
- b. **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.**
- c. 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.

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The Museum School of Avondale Estates

a. The Board Finance Committee works with the school's leadership to develop an annual budget. This annual planning and budgeting process typically begins 120 days prior to the beginning of the fiscal year and includes long-term projections. The Board of Directors approves each annual budget and holds the school's leadership accountable for operating within the budget. To oversee operations on a monthly basis, the Business Manager prepares financial statements comparing actual to budgeted revenues and expenditures for the Executive Director, Principal and the Board of Directors. The Treasurer of the Board (Finance Committee Chair) is responsible for reviewing the financial data, bank reconciliations, and payroll reports generated from a third-party provider monthly. This data is compiled into a summary that the Treasurer presents to the Board at each monthly meeting. Additionally, the school participates in an annual external audit and has received an unqualified opinion and clean audit report every year since its inception over the last eleven years.

b. The school has received an unqualified opinion and clean audit report every year since its inception over the last eleven years. The school faced a significant challenge when faced with budget changes beginning in FY21. The school was forced to rely on loans and fundraising to continue its pattern of operating in the black. The school has not experienced instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school.

c. The school will continue to build lean budgets that focus on instruction. The school will also continue to work closely with The Museum School Foundation as the foundation works to raise funds to support school operations. Except for a PPP loan, the school has no outstanding debts. Considering the budget cut implemented as of FY21, the school is required to allocate all "surplus" funds arrived at through fundraising to operational needs.

The Museum School of Avondale Estates

The Board works closely with the TMS Foundation for fundraising efforts. Officers of the Foundation and the TMS Board communicate around organizational and operational needs regularly. While the Board establishes the need for fundraising, the TMS Foundation (serving as its own non-profit) oversees the fundraising. The Foundation bylaws are strategically set up to ensure the TMS Board directs all Foundation activity. The Board and Foundation have been operating under this same process for over 10 years and have not faced significant procedural or other challenges. Ongoing, formal communication among these organizations will ensure effective operation of both organizations.

The Board holds the Executive Director, Principal and staff accountable for the fiscal responsibility of the school through a monthly review of the school's financial statements, regular board-level Finance Committees, an annual audit, and a clearly defined Financial Procedures and Policies.

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.

The business and affairs of The Museum School are managed under the direction of the Board of Directors of the Avondale Education Association. The Directors adopt rules and regulations regarding the conduct of their meetings and the management of the Corporation as they deem proper and consistent with the Articles of Incorporation, Bylaws, the Charter, and the laws of the State of Georgia. All actions

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The Museum School of Avondale Estates

taken by the Board must ensure that the school adheres to this charter. The Board holds the Executive Director/Principal and staff accountable for the academic results and fiscal responsibility of the school. The Board provides additional support for the school by way of fundraising, marketing, establishing partnerships with museums and other community organizations in ways consistent with the mission, vision, and values of the school as stated herein.

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All decisions of the Governing Board are made in accordance with the mission of The Museum School. The Board actively seeks input from parents, museum partners, staff members and the Executive Director/Principal in the decision-making process. Specific decisions made by the board on behalf of the school include auditor procurement and facility renovation projects. Specific decisions made by school leaders on behalf of the school include assessment selection and school goals.

Museum partners, specifically, provide input in the decision making process by participating in focus groups with board members including strategic planning for potential replication and expansion, mission statement listening circles, and annual check-ins with the Museum Liaison. This direct feedback and perspective directly influences board decisions and policy.

In addition to the annual reporting requirements of State Law, the Board regularly reviews dashboards, charter goals, and the strategic plan to ensure that the decisions and policy making are in line with the Charter, and the mission of The Museum School.

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The Board Finance Committee works with the school's leadership to develop an annual budget. This annual planning and budgeting process will begin at least 120 days prior to the beginning of the fiscal year and include projections for a five-year planning horizon. The Board of Directors will approve each annual budget and hold the school's leadership accountable for operating within the budget. To oversee operations on a monthly basis, the Business Manager prepares financial statements comparing actual to budgeted revenues and expenditures for the Principal and the Board of Directors. The Treasurer of the Board (Finance Committee Chair) is responsible for reviewing the financial data, bank reconciliations, and payroll reports generated from a third-party provider monthly. This data is compiled into a summary that the Treasurer presents to the Board at each monthly meeting. As an additional check, the school is

The Museum School of Avondale Estates

required to participate in an annual external audit and has received an unqualified opinion and clean audit report every year since its inception over the last six years. ▲

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In addition to a review of monthly financial statements, the Board of Directors and Principal determine the additional operational performance metrics, reporting frequency and processes desired to monitor the organizational and financial health of the school. Such metrics will be reported focusing on performance in operational, financial, employee, or other stakeholder categories. The Business Manager, Finance Committee and Principal are responsible for executing the performance management process. The Board of Directors reviews the reports on a regular basis to ensure the financial stability of the school. They assign accountability for any issue that may arise and facilitate resolution of the issue.

The Executive Director's (ED) performance is evaluated in several ways: (1) a personal growth plan created by the ED in the summer and reviewed by the Board Chair, (2) a mid-year 360 degree assessment conducted by the Board of Directors and administered to the stakeholders that work directly with the ED, and (3) an end of the year assessment conducted by the Board of Directors to ensure the ED has successfully fulfilled the academic and institutional goals set forth in the charter. The Principal is held accountable through end of the year surveys of teachers, staff, parents and students. The Principal is also observed and assessed by the ED using the Georgia state mandated Leader Keys Effectiveness System.

In compliance with State code 160-4-09 and based on our ongoing commitment to excellence in governance, the Board will continue to recruit the services of State Board of Education approved charter board experts to support the development of the board. The experts will be enlisted to provide training and guidance in implementing SBOE requirements and charter board best practices. ▲

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Each school year the Governance committee reviews the list of the SBOE approved experts in Charter School Board training. Vendors from the list are identified and solicited for services to potentially provide training to the board for the school year. Vendors are asked to submit a proposal for consideration to provide training and guidance in implementing charter board best practices. Topics of training and

The Museum School of Avondale Estates

support might include: charter school finance/QBE, governance best practices, facilitating educational excellence, the structure and growth of the Board of Directors.

See Exhibit 6.

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:

- 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.

The provision of services and due process procedures will be implemented for students with disabilities in accordance with all relevant Federal and State laws, rules, and regulations. The Museum School is open to all students in kindergarten through 8th grade who live in the boundaries of the attendance zone. The Museum School complies with all special education requirements imposed by the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans

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The Museum School of Avondale Estates

with Disabilities Act (ADA) in addition to Georgia State Policy. Students with disabilities will be entitled to a free and appropriate public education (FAPE) provided at no cost to the parents, determined on an individual, case by case basis.

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Evaluation and Identification of Students with Disabilities

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The Museum School has developed a Student Support Team (SST) to identify and plan alternative instructional strategies for students experiencing academic and/or behavioral difficulties. The Student Support Team includes teachers, parents, administrators, the school counselor, school psychologist and special education personnel. Student Support Team intervention begins in the classroom with standards-based instruction and research-based interventions specifically designed to meet each child's needs. The Student Support Team follows a problem-solving framework and the MTSS process to address students with academic and behavioral difficulties that do not respond to whole class/small group strategies. The section below offers more details on The Museum School's MTSS process. The length of time students are in the MTSS process varies by the student and the need. Most students are in the MTSS process for at least two rounds of Tier 2 interventions (approximately 12-16 weeks). If a student meets their Tier 2 goal for one area, we may start a new plan for a new goal. Our goal is always to find out what each student needs to be successful and then put that plan into place.

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If a student does not meet their Tier 2 goal(s) after 2 rounds of interventions, then we review the intervention implementation to determine if the interventions were being implemented consistently, if the intervention selected was targeting the specific goal accurately, and/or if there are other underlying barriers present which may be preventing the student from progressing adequately. We also consider moving the student to a Tier 3 goal to provide more intensive support.

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The Museum School has two primary ways that students are referred for an evaluation.

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1. Most students are referred for a special education evaluation through parental requests. A significant number of parents bring us private psychological evaluations indicating that their child has been diagnosed with some condition/disability (ADHD, dyslexia, ASD, speech-language DO,

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The Museum School of Avondale Estates

etc). When this happens, we meet as a team to review the evaluation and to discuss options for support. If we decide to proceed with a special education evaluation, we look at classroom and testing data to determine appropriate intervention goals. If we are looking at the category of SLD, we try to have interventions in place for at least 4-6 weeks before issuing the Parental Consent to Evaluate form. We do this for two reasons 1: To determine if the student's needs can be met with intervention support or if they need to be met through special education services and 2: To meet the state qualification guidelines. (We have to have at least 12 weeks of data showing that the student doesn't respond to interventions.)

2. The second way we refer students for an evaluation is by moving students through the MTSS process. If a student has moved from Tier 2 to Tier 3 interventions and has been receiving intensive intervention support for at least 2 rounds of Tier 3 support (approximately 8-12 weeks), then we review the intervention implementation as mentioned above for Tier 2. Students who are not making sufficient progress may then be referred for special education evaluations. Our wonderful EIP, REP, and classroom teachers do a phenomenal job of referring those students who they have the greatest concerns about especially if they know how much support the student is already receiving in the general education setting.

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The evaluation and placement of students in Special Education programming complies with federal and state regulations and is initiated immediately following referral from an appropriate staff member. An initial parent conference is conducted to inform parents of the reason for the referral, procedures that will be used in the evaluation, and the rights and responsibilities of the parent.

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Parents will receive a copy of "Parental Rights" upon initial evaluation, at each subsequent IEP meeting, upon re-evaluation, upon receipt of a request for mediation or due process hearing, and/or when a change in the student's designation occurs. A licensed vendor will evaluate students or on-site, licensed professional and subsequent recommendations will be immediately implemented. Any student who is

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designated as a student with exceptionalities will have an initial IEP meeting and begin services with the Special Education teacher to ensure IEP compliance and monitor student progress.

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Development, Review and Revision of IEP's

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IEP's are developed by a team according to federal and state regulations. The IEP includes annual goals, necessary related services and environments, supports, accommodations and parameters for participation in state and local assessments. IEP meetings, which include one of the student's general education teachers, parents, the Special Education teacher, relevant service providers, and an administrator, are held based on the IEP's re-evaluate and review dates, as new developments in a student's IEP require, and as needed based on classroom performance. An interpreter will be provided at no cost to families whose home language is not English. The IEP is closely monitored by the Special Education teacher and implemented by all staff members. Professional Development and ongoing support from the Special Education teacher facilitates the involvement of all instructional staff in the progress tracking of all Special Education students.

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The Special Education teacher and School Psychologist review student records in advance of the school year and convenes the IEP team as needed to plan necessary services for the coming year.

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Integration of Special Education

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The Museum School has a strong emphasis on early identification and intervention for learning and behavioral differences. All efforts are made to serve exceptional students in the regular classroom to the maximum extent appropriate in accordance with the least restrictive environment (LRE) guidelines mandated by federal law. The special education program seamlessly integrates into the general education classroom. Frequent, ongoing professional development and support for all instructional staff includes special education strategies and modifications. Services are provided according to an IEP developed by a team of professionals and parents who determine eligibility based on an evaluation by a qualified school psychologist as well as teacher input and observations.

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Delivery of Special Education and Related Services

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The Museum School provides services to special education students according to their Individualized Education Plans (IEP). All procedural safeguards are met in terms of parental consent, and qualified school personnel will provide services. Services and due process procedures are provided for students with disabilities in accordance with all relevant Federal and State laws, rules, and regulations. The Museum School offers students with disabilities a variety of service delivery models based on their Individualized Education Plans and overall academic and behavioral needs. These models span across the delivery model spectrum and include consult, para support, co-teaching, and resource. The vast majority of TMS' students with disabilities are served through the co-teaching model.

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Facility

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The designated facility and all proposed modifications to the site complies with the ADA and Section 504, as well as any other related laws.

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Discipline of Students with Exceptionalities

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The Museum School will continue to comply with all special education laws and regulations. Students with disabilities will be entitled to a free and appropriate public education (FAPE) provided at no cost to the parents, determined on an individual, case-by-case basis. The Museum School will continue to handle all discipline issues in accordance with Federal regulations and State guidelines.

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The school-wide guiding principle for discipline is Responsive Classroom. Responsive Classroom has been demonstrated to reduce the amount of instructional time missed for disciplinary proceedings. IEP's and federal and state regulations guide all disciplinary action. Students receiving Special Education services will be provided with the appropriate education program by The Museum School in the case of expulsion, until a more appropriate education provider has been secured by the parent.

Specifically, Responsive Classroom focuses on creating a positive, proactive community, implementing effective management, and considering and responding to developmental awareness among K-8 students.

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Responsive Classroom is implemented at The Museum School through professional learning and through specific classroom strategies including:

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- Morning and closing meetings to build community
- The Power of Words
- Proactive, Positive, and Effective Classroom Rules
- Asking strategic questions
- Skillful Communication
- Classroom Circles
- Providing Choice
- Intentional Planning for SEL

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When students with disabilities experience behavior challenges, additional steps are taken to provide support to the students. To begin with, IEPs are always consulted to ensure compliance with the students' plans and accommodations. Students with disabilities are consistently given increased time, opportunities, and space for de-escalation. SPED case managers are contacted for guidance and additional support. Finally, teams of staff members that work closely with the student convene to discuss future strategies to avoid similar behavior challenges.

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Addressing Disputes

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Parents of students with exceptionalities are in contact with the Special Education teacher not just at IEP meetings, but in frequent teacher-initiated communiqués. All federal and state regulations will be used to guide mediation of disputes on-site. Special education parents with concerns that are not rectified by the school administrator will be given access to the Governing Board as outlined in the grievance policy. Parents are given a copy of the Grievance Policy upon enrollment of their student in The Museum School. Parents are provided with a copy of their rights as a parent at all IEP and 504 meetings. In addition, The Museum School will immediately notify DCSD and the relevant state designee upon receipt of a complaint made by a parent/guardian or student concerning section 504 and/or Individuals with Disabilities in Education Act. The school will furnish a copy of such complaint and cooperate fully in the investigation, defense, and resolution of such complaint.

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Record Confidentiality

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All hard copies of records pertaining to students with exceptionalities and related confidential materials are supervised by the Special Education teacher and kept in locked files. Confidential records stored electronically are password protected and accessible only by the Special Education teacher, school leader, and other allowable staff (School Psychologist, related staff). The Museum School also maintains a list of names and positions of those staff allowed to view student records. Staff access of records is monitored by utilizing a password and access tracking software system. All staff who access records (including interpreters used in IEP meetings and licensed vendors) sign a confidentiality agreement.

Continuum of Special Education services

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To the extent The Museum School is required to provide supplemental educational services pursuant to SBOE Rule 160-4-5-.03 and related legislation, The Museum School staff will disseminate all required notices to eligible students and their families and ensure that all necessary information is transmitted to the appropriate local or state agencies. Required SES will be implemented, monitored, and assessed according to federal and state regulations. SES will be administered by a licensed vendor under contract with the school, and that contract will be dependent upon satisfactory assessment of programming and student progress that will be implemented by The Museum School.

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Technical Assistance and Training

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Ongoing Professional Development is administered to all staff to address IDEA, ADA, Section 504, and related guidelines in serving the needs of Special Education students. Applicable personnel participate in state and district trainings as they become available. The school has implemented internal policies to ensure full compliance of all special education laws, rules, and statutes. These policies are based off of the GA DOE Special Education Rules Implementation Manual.

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The Museum School assesses its Special Education staffing needs often to ensure that all students are being served based on the settings and services identified in their IEP. The Museum School will follow DCSD directives in the evaluation and identification of students with disabilities. The Museum School's

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comprehensive special education program from eligibility to servicing will continue to be fully compliant with state and federal mandates.

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.

The Museum School is committed to meeting the needs of its ELL learners. The school has trained and employed a certified ELL teacher in order to meet the needs of its ELL population through push-in and pull-out services. The school meets the needs of students and parents who need interpretation and translation to be in compliance with the Office of Civil Rights (OCR) through several ways. For all EL communication, we send translated documents. For parent communication, we use translation apps. When asked, current EL parents have not requested interpretative services during conferences. We use What's App to communicate general information and reminders as well, considering translation services are built into this program.

14 students took ACCESS in 2021. 1 student exited ELL services based on an ACCESS score of 5.0 or above (*This is in-line with the ~5% of DCSD ELLs who test out of services each year.) 7 students increased their ACCESS score from 2020. 6 (1 elementary, 5 middle school) students did not move to a new performance band*(1 additional student transferred to Gwinnett County Schools). * The Museum School does not believe that these decreased scores are indicative of the students' true abilities or language skills. These students experienced serious challenges with virtual learning. Additionally, coming into the closed school to take ACCESS was an unusual testing environment for them.

Students who did not move to a new performance band have Instructional Language Plans on file in Infinite Campus. These ILP documents list an action plan for specific goals and learning strategies for each student.

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~~a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.~~

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The Museum School includes a Home Language Survey in its registration materials for new students. If any student identifies a language other than English in that survey, ~~The Museum School uses the new WIDA screener to determine eligibility for ESOL services.~~ If it is determined that the student is eligible for language assistance, that student will be identified as an English Language Learner (ELL) and will be reported as such on the next FTE count.

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Services are provided for English Language Learners in accordance with all applicable Federal and State laws, rules, and regulations. ~~The Museum School is using push-in and, occasionally, pull-out delivery services.~~ The ELL teacher provides small group instruction for beginning English students through pull-out sessions while assisting the regular classroom teachers with instruction for students with more intermediate and advanced English proficiency.

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~~ESOL instruction is directly aligned with The Museum School's own curriculum map (aligned with Georgia Performance Standards) and learning targets. The EL teacher uses teachers' lesson plans to write EL specific goals and learning revised targets.~~

The Museum School endeavors to provide services for ELL students and printed materials for their families in their native language wherever possible. Interpreters will be made available at no cost to the students' families for IEP meetings. The Museum School plans to make staffing adjustments as necessary as student enrollment increases and as the ELL program increases. All staff members participate in Professional Development that bolsters their understanding and application of frameworks used to facilitate ELL learning. ELL students are exposed to the same learning opportunities and activities as the entire Museum School population. The Museum School employs the ELSA device to assist with translation during face-to-face conferences and phone conferences.

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The Museum School's comprehensive ELL program from eligibility to servicing will continue to be fully compliant with state and federal mandates.

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The EL teacher creates a schedule, aligned with the school's master schedule and in collaboration with the Assistant Principal, to ensure that English Learners receive at least the weekly minimum of ESOL services.

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EL students and staff receive resources and support through operating funds, designated in the budget as Language and Culture Supplies and General Instruction. Professional learning monies are also allocated to the EL teacher to attend off-site professional learning sessions and workshops. The EL teacher is included in all TMS-based professional learning offerings including data analysis, differentiation, rigor, classroom community, and DEI topics.

Since The Museum School supports English Learners in grades K-8, strategies and techniques vary accordingly. At every grade level, the school provides task-based instruction that encourages meaningful student participation in listening, speaking, reading, and writing. Students' language goals are based on classroom learning targets and consider students' language proficiency as demonstrated by ACCESS scores, as well as by ongoing formative assessment and observation. Some instructional techniques utilized include content-area vocabulary preview or review, direct instruction for English grammar and conventions, graphic organizers for research and writing organization, and reading or writing strategy lessons based on a student's specific needs. The school provide scaffolds as needed to help English Learners access the classroom curriculum and test accommodations to help them effectively demonstrate their learning.

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b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.

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ELL students are exposed to the same learning opportunities and activities as the entire Museum School population. ELL students will not, at any time, be excluded from curricular and extracurricular activities at The Museum School as a result of the inability to speak and understand the language of instruction.

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c. Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit criteria.

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The school monitors the progress of ELL students through a variety of informal and formal assessments. The ELL teacher collaborates closely with general education teachers to ensure that instruction is aligned. ~~EL learners' progress on language goals is monitored through formative assessments and in-class observations.~~

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All ELL students are required to participate in standardized and periodic assessments, with appropriate modifications for home language utilized as necessary. ACCESS will be administered to ELL students annually. Further, all appropriate accommodations, as detailed in each student's individualized plan, will be applied during Milestones testing. The school will follow the district and state guidelines regarding exit criteria.

~~To monitor ELs that have met the exit criteria, the EL teacher completes monitoring forms, including checking in with subject area teachers, checking MAP/iReady scores, and completing student observations.~~

ACCESS for ELLs

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ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is an English language proficiency assessment given to Kindergarten through 8th graders who have been identified as English language learners (ELLs).

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~~For ELs who did not show growth on their English Language Development level, we made Instructional Language Plans for each student that identifies new strategies for growth and remediation.~~

~~When comparing the 2019 TMS Elementary performance of ELs to the district, state and neighboring schools, there were too few EL students at The Museum School in every category to see subgroup data.~~

~~When comparing the 2019 TMS Elementary performance of SWDs to the district, state and neighboring schools, The Museum School performed received the highest possible flags for SWD performance, green~~

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flags with yellow stars. SWDs locally and based on the state average did not consistently score at this level.

When comparing the overall 2019 performance of subgroups among The Museum School and local/state peers, there is a trend. 2018 ELA scores reflect all green and green/yellow stars for every TMS elementary subgroup and mostly red stars for peers across the local and state communities. Considering that 2019 targets were created based on 2018 data, TMS targets grew substantially and targets for peers dropped, again based on 2018 data. 2019 data reveals that TMS did not reach the new accelerated targets while peers locally and statewide met new, lower targets.

In response to the 2019 data, The Museum School drilled down into the data of the 2 subgroups that did not meet their 2019 targets and offered intense interventions for these specific students and their peers.

The school then monitored the students' growth through iReady and MAP data.

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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).

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How does this discipline and dismissal data compare to the [Office of Civil Rights data](#)?

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2017-2018

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	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic		%		%	0	%
American Indian		%		%	0	%
Asian / Pacific Islander		%		%	0	%
Black / African American	4	27%	1	27%	0	%

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White	1	56%		%	0	%
Two or More Races		%	1	9%	0	%
Total Population						

2018-2019

	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	7	27%	4	27%		%
White	1	56%	3	56%		%
Two or More Races		%		%		%
Total Population						

2019-2020

	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	8	27%	5	27%		%

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White	1	56%		%		%
Two or More Races		%		%		%
Total Population						

2020-2021 – 0 suspensions or expulsions

2021-2022 – 0 suspensions or expulsions as of 8-11-21

Black Students have disproportionately received suspension consequences. In response to this data, the school has adopted Restorative Justice and Practices. Specifically, the school has trained over half of its instructional staff, hired a part-time Restorative Practices coach, and re-worked the school’s Accountability Plan based on the Restorative Practices principles.

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The Board has charged school leaders to address the areas that have likely contributed to this problem: staff members’ implicit bias and the school’s Accountability Plan for addressing student infractions. In response to this charge, The Museum School staff:

- Intensified its EDI efforts, including requiring all staff to participate in Harvard’s Implicit Bias Associations test and creating personal goals based on the results of this test
- Adopted Restorative Justice and Practices, training over half of its instructional staff
- Hired a part-time Restorative Practices coach
- Worked intensely with Special Education staff to take proactive approaches to class management and discipline
- Re-worked the school’s Accountability Plan based on the Restorative Practices principles, including a strong focus on the middle school portion of the plan considering the higher number of instances at the middle school level

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The Museum School of Avondale Estates

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).**

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See Strategic Action for Diversity Plan as Appendix B.

To increase the number of students on free/reduced lunch the school has engaged in the following activities:

- Targeted mailers to lower income families in the Peachcrest zone that have school- aged children
- Canvassing and asset mapping of the Peachcrest zone (due to the socio-economic status of this zone) with TMS literature – including apartment complexes, churches, recreations centers, and local businesses
- Partnerships with local preschools and daycare centers that serve low SES students
- Significantly reduced barriers to applying to The Museum School by expanding enrollment window, eliminating cumbersome documents and paperwork, adding Application Nights to the Open Enrollment calendar, increased technology access for electronic application, offered childcare during Open House events
- Began researching transportation options to and from school (prior to the announcement of the funding changes in December 2019)

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The Museum School of Avondale Estates

- 9. 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.**

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The change in funding in FY21 caused considerable hardship on The Museum School. Thanks to fundraising and loans, The Museum School was able to continue to operate in the black.

The Museum School was designated a Targeted Support and Intervention (TSI) school due to the performance of its Black and economically-disadvantaged students on the Georgia Milestones Assessment in 2019. The total number of students in these 2 subgroups was 17 and both of these subgroups earned green flags during the 2018 Georgia Milestones. The high performance of these groups during 2018 raised the bar so high that the school/students were not able to meet that level of growth in 2019.

The Governing Board charged school leaders to work with ALL staff members on increasing equitable learning opportunities, for ALL students, reducing barriers to learning specifically for black and ED students, and implementing highly effective strategies for culturally responsive pedagogy. The Governing Board made available additional funding to support after school tutorials and the purchase of intervention materials. The Governing Board requested and has engaged in monthly updates and progress reports on this programming as well as data showing student growth.

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:**

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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.

B. 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. 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. OPERATIONAL CHANGES:

- The school's facilities – this should include any proposed expansion or renovations.

The Museum School of Avondale Estates

- **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.**

Proposed changes:

A. Academic Changes –

- The school added an Executive Director position to the staff in July 2019 to enhance the delivery of the school’s strategic plan, partner with The Museum School’s Board of Directors and mentor the school’s leadership team. With this new role, the Principal, the school’s instructional leader, can now focus on and prioritize instruction, teaching, and learning. This change could also be considered a governance change.

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B. Governance Changes – no governance changes

- The Governing Board includes an additional four socio-demographically diverse candidates and overall, a smaller number of board members.
- The Museum School is seeking an authorizer that serves as a true partner, dedicated to elevating, celebrating, and supporting the school’s efforts to positively impact its current students and eventually future students through replication and expansion efforts.

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C. Financial Changes – no financial changes

The Museum School of Avondale Estates

D. Operational Changes:

- The Museum School requests the deed to the former Forrest Hills Elementary Facility, currently operating as The Museum School. The Museum School requests the deed to the former Forrest Hills Elementary Facility due to our desire for permanence, so that we can continue to serve DeKalb County students for years to come in our current location. Additionally, we have invested a considerable amount into the facility, over \$7.8 million (raised by the school), and we spend approximately \$300,000 annually to maintain the facility. The facility will need several improvements in the near future: new roofs on the lower building, water pipe replacement in the boiler room, LED light replacement, fixing broken sewer line near the playground, scope and evaluation of sewer lines due to age, painting, playground improvements, just to name a few. We feel our ongoing financial investment more than covers the cost of the facility. Lastly, having ownership allows us more flexibility for future expansion opportunities.
- Free/reduced lunch percentages increased from 15% to 28% since 2017 and the development of Board, staff, parent, and student-based EDI groups.
- The Museum School created a new part-time DEI Coordinator position, beginning in the 2021-2022 school year, to lead schoolwide DEI efforts as our community works towards an equitable learning space for all students. The purpose of the role is to advance The Museum School's commitment to equity, diversity, justice, and inclusion.
- No other operational changes

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The Museum School of Avondale Estates

Looking to the future

11. 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.

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The Museum School will continue to partner with HBCUs to increase the teacher of color pipeline at The Museum School. TMS is collaborating with Clark Atlanta University and Morehouse College to offer learning opportunities for future teachers on The Museum School's campus. We are eager to kick off these initiatives. More immediate outcomes have come through a partnership with Georgia State University and the University of Georgia's Colleges of Education. As a result of this partnership, The Museum School is currently hosting 5 teacher candidates of color as practicum students and student teachers. Though no hires have come directly from this partnership yet, the school is hopeful that the applicant pool of teachers of color will continue to grow.

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The Museum School will continue its long-standing practice of continuous reflection and improvement to ensure that students and staff are productive learners.

The Museum School of Avondale Estates
Chartered through DeKalb County School District

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 The Museum School of Avondale Estates 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;

The Museum School of Avondale Estates
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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

The Museum School of Avondale Estates
Chartered through DeKalb County School District

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 9th day of August 2021.



Governing Board Chair, Charter School

8/9/2021

Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the DeKalb Board of Education on the _____ day of _____, 202_.

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb 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.



Governing Board Chair, Charter School

8/9/2021

Date

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb Board of Education

Date

The Museum School of Avondale Estates
Chartered through DeKalb County School District



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:

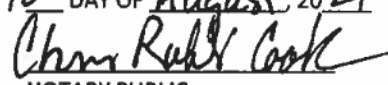
Driver's license

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 Decatur (city), Georgia (state).


Signature of Governing Board Chair

Kelly Swinks
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
10th DAY OF August 2021

NOTARY PUBLIC
My Commission Expires:





**GEORGIA
CORPORATIONS
DIVISION**

**GEORGIA SECRETARY OF STATE
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BUSINESS SEARCH

BUSINESS INFORMATION

AVONDALE
Business Name: **EDUCATION ASSOCIATION, INC.** Control Number: **0436827**

Business Type: **Domestic Nonprofit Corporation** Business Status: **Active/Compliance**

Business Purpose: **NONE**

Principal Office Address: **923 Forrest Blvd., Decatur, GA, 30030, USA** Date of Formation / Registration Date: **6/16/2004**

State of Formation: **Georgia** Last Annual Registration Year: **2021**

REGISTERED AGENT INFORMATION

Registered Agent Name: **BRIAN M. DEUTSCH, ESQ.**

Physical Address: **923 Forrest Blvd., Decatur, GA, 30030, USA**

County: **Dekalb**

OFFICER INFORMATION

Name	Title	Business Address
Clay Jones	CEO	1 Fairfield Plaza, Avondale Estates, GA, 30002, USA
Katherine Moore	Secretary	2254 1st Ave NE, Atlanta, GA, 30317, USA
Tamara Richards	CFO	87 Dartmouth Ave, Avondale Estates, GA, 30002, USA

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Office of the Georgia Secretary of State Attn: 2 MLK, Jr. Dr. Suite 313, Floyd West Tower Atlanta, GA 30334-1530, Phone: (404) 656-2817 Toll-free: (844) 753-7825, WEBSITE: <https://sos.ga.gov/>

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**BYLAWS
OF
AVONDALE EDUCATION ASSOCIATION, INC.**

ARTICLE I.NAME

1.01 The name of the corporation shall be Avondale Education Association, Inc. (the "Corporation").

ARTICLE II.PURPOSES

2.01 The Corporation shall be a non-profit corporation under the provisions of the Georgia Nonprofit Corporations Code. The Corporation shall have power and authority:

- (a) to create and govern a charter school, The Museum School of Avondale Estates, to serve Avondale Estates and the surrounding area;
- (b) to fulfill the mission of The Museum School of Avondale Estates. The mission is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success;
- (c) to promote an exchange of information, experiences, and opinions and such other matters pertaining to educational issues as allowed by applicable law or regulation; and
- (d) to perform all acts necessary or incidental to the above and to do whatever is deemed necessary, useful, advisable, or conducive, directly or indirectly, as determined by the Board of Directors, to carry out any of the purposes of the Corporation, as set forth in the Articles of Incorporation, including the exercise of all power and authority enjoyed by corporations generally by virtue of the provisions of the Georgia Nonprofit Corporations Code (within and subject to the limitations of section 501(c)(3) of the Internal Revenue Code).

The Corporation shall serve only such purposes and functions and shall engage only in such activities as are consonant with the purposes set forth in the Articles of Incorporation and as are consistent with the Corporation's tax-exempt status under section 501(c)(3) of the Internal Revenue Code.

ARTICLE III.MEMBERS

3.01 The Corporation may have one or more classes of members; however, all authority shall be vested in the Board of Directors.

ARTICLE IV. BOARD OF DIRECTORS

4.01 The affairs of the Corporation shall be managed by a Board of Directors (the "Board") consisting of not less than ~~eleven~~ seven (7) and not more than seventeen (17) voting persons ("Directors"). The Board shall oversee the general policies of the Corporation as well as provide guidance and support to ensure the continued long-term strength of the Corporation.

The Board shall consist of the following: parent/guardian representatives nominated by the community at large and elected by a simple majority vote of the Board; community representatives nominated by the community at large and elected by a simple majority vote of the Board; and up to two (2) representatives from museums or other community organizations which partner with The Museum School, as nominated by the community at large and elected by a simple majority of the Board.

In an effort to encourage parent and community involvement from all geographical areas included in the attendance zone, the Board shall seek to include parents and community members from all such areas.

4.02 Directors of the Board shall be elected at an annual or special meeting, which shall be conducted in accordance with these Bylaws. Directors shall be elected at each annual Directors' meeting; provided that if no such annual meeting is held or if the Directors are not appointed or elected thereat, the Directors may be appointed or elected at any special meeting of the Directors held for such purpose.

4.03 The "Head of School" is the Executive Director. The Head of School shall serve as a member of the Board in an ex officio, non-voting capacity.

4.04 The term of each Director shall be two (2) years, unless otherwise noted herein or until his or her successor is elected. Directors shall be permitted to serve no more than three terms.

4.05 The Board shall develop its own rules and procedures for performing its duties and functions. The Secretary of the Corporation or their designee shall keep and maintain complete and accurate minutes of each meeting of the Board.

4.06 In addition to any and all rules and procedures developed by the Board for self-governance, if called upon by the Chairman each member of the Board shall attend

functions and represent the Corporation at selected gatherings or may designate a person to act in his or her place.

4.07 Resignation of Directors shall become effective immediately or on the date specified therein and vacancies will be deemed to exist as of such effective date. Any vacancies on the Board resulting from the removal or the resignation of a Director may be filled by a majority of the remaining Directors for the balance of the unexpired term of the Director that resigned.

4.08 Any Director may be removed from office by a two-thirds vote of the Directors then in office.

ARTICLE V.OFFICERS

5.01 The Corporation shall have officers who shall serve terms of one year and shall be elected each year at an annual or special meeting of the Board and shall serve at the pleasure of the Board and until their successors have been elected or until their earlier death, resignation, removal, retirement or disqualification. Officers shall be permitted to serve consecutive terms, with a three (3) term limit for any individual office. The Directors shall develop a slate of proposed candidates for each office and present the same at an annual or special meeting of the Board, along with such recommendations as the Board shall consider appropriate. Officers shall be members of the Board of Directors. The Board may elect or provide for the appointment of such officers or assistant officers, in addition to those set forth in these Bylaws, as the Board deems necessary for the efficient management of the Corporation. Notwithstanding the foregoing, the Corporation shall not be required to have at any time any officers other than a Chairman, Vice-Chairman, Secretary and Treasurer. An individual may hold more than one (1) office except that the Chairman shall not serve concurrently as the Treasurer.

5.02 In the event that any vacancy shall occur in the officers of the Corporation, the Chairman shall appoint a successor officer who shall serve out the remainder of the predecessor's term; provided, however, if the position of Chairman shall become vacant, his or her replacement shall be elected by a simple majority of the Board.

5.03 The Board may hire such staff as is necessary to conduct the affairs of the Corporation and may authorize salaries and such other compensation as the Board shall consider appropriate. Where appropriate, the Board shall enter into contracts on behalf of

the Corporation with such persons to perform other services for the Corporation as it may consider desirable.

ARTICLE VI. CHAIRMAN

6.01 The Chairman shall preside at all meetings of the Board of the Corporation. The Chairman, subject to the control of the Board of Directors, shall generally supervise and control all of the business and affairs of the Corporation, and shall see that all orders and resolutions of the Board are carried into effect. The Chairman shall appoint the chairs of all standing and ad hoc committees, subject to approval by a simple majority vote of the Board. Committee members, other than the chair, need not be members of the Board of Directors. The Chairman is the senior volunteer leader of The Museum School and s/he presides at all meetings of the Board of Directors and other meetings as required. The Chairman is an ex-officio member of all committees of the organization. The Chairman oversees implementation of corporate and local policies and ensures that appropriate administrative systems are established and maintained. Key responsibilities include:

- Works with the school leaders, board officers, and committee chairs to develop the agendas for board meetings.
- Appoints volunteers to key leadership positions, including positions as chair of board committees.
- Works with the Board of Directors and paid and volunteer leadership, in accordance with the Bylaws, to establish and maintain systems for: planning the organization's human and financial resources, reviewing operational effectiveness and setting priorities for future development, controlling fiscal affairs, acquiring, maintaining, and disposing of property, maintaining a public relations program to ensure community involvement and ensuring the Board meets ethical standards in its ongoing operations.

6.02 The Chairman shall provide guidance to the Board to assist in developing slates of prospective candidates for election as officers and Directors of the Corporation.

6.03 The Chairman shall perform such other duties as may be assigned to him or her from time to time by the Board.

ARTICLE VII. VICE-CHAIRMAN

7.01 The Vice-Chairman of the Board of Directors will preside in the Board Chairman's absence and serves as a member of standing committees.

ARTICLE VIII.TREASURER

8.01 The Treasurer, jointly with the Board Chairman, ensures that current records are maintained, reflecting the financial condition of The Museum School. These records will include cash, outstanding advances, investments, accounts receivable and other assets, accounts payable, and fund balances (net assets). Key responsibilities include:

- Oversees and controls all Museum School funds.
- Participates in the preparation of the budget.
- Serves as the Chairman of the Finance Committee.
- Ensures that accurate books and records on financial condition are maintained.
- Ensures that assets are protected and invested according to corporate policy.
- Ensures that The Museum School complies with corporate and statutory reporting requirements.
- Ensures that comprehensive financial reports to the Board are prepared in a timely and accurate manner.
- Serves as the agent of the Corporation for all designated bank accounts.

8.02 With the approval of a majority vote of the Board, the Treasurer shall select an accountant to conduct an annual audit of the financial books and records of the Corporation and prepare such reports to the Board in accordance with the appropriate accounting standards. All such reports and audits shall be delivered to each member of the Board of Directors.

8.03 The Treasurer, with the approval of the Chairman, may delegate certain clerical functions associated with his or her office to any other Director, employee, volunteer, or independent contractor of the Corporation.

8.04 The Treasurer shall perform such other duties as may be assigned to him or her from time to time by the Board.

ARTICLE IX.SECRETARY

9.01 The Secretary of the Board of Directors performs the following responsibilities:

- Certifies and keeps at the principal office of the organization the original or a copy of the Bylaws as amended or otherwise altered to date.
- Keeps at the principal office of the organization or at such a place as the Board may determine a book of minutes of all meetings of the Directors and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
- Ensures that all notices are duly given in accordance with the provisions of the Bylaws or a required bylaw.
- In general, performs all duties incident to the office of the Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by the Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

9.02 The Secretary shall make all of the arrangements necessary for the scheduling and holding of all meetings of the Board, including the preparation and delivery of notices to each person entitled to attend such meeting.

9.03 The Secretary shall attend all meetings of the Board and shall keep and maintain accurate minutes of all such meetings. The minutes of these meetings, when approved by the Board, shall be made a part of the Corporation's permanent records.

9.04 With the approval of the Chairman, the Secretary may delegate certain clerical functions associated with his or her office to any other Director, employee, volunteer, or independent contractor of the Corporation, specifically including, but not limited to, the attendance and taking of minutes for any meeting.

9.05 The Secretary, or his or her designee, shall receive and respond to all correspondence addressed to the Corporation, with the advice, where necessary, of other officers of the Corporation.

9.06 The Secretary shall perform such other duties as may be assigned to him or her from time to time by the Board.

ARTICLE X.MEETINGS

10.01 The annual meeting of the Board shall be held at a time and place selected by the Board. The Secretary of the Corporation shall e-mail written notice of the time and place of each annual meeting of the Corporation to each Director of the Corporation at least fourteen (14) days prior to the date set for the meeting. At the annual meeting, the Board shall: (i) hear reports from the Chairman; (ii) elect, when appropriate, new Directors and new officers; and (iii) transact such other business as may lawfully come before the meeting. In addition, special meetings of the Board for any purpose may be called at any time upon written notice delivered at least three (3) days in advance of such meeting. Such special meetings may be called at the instance of the Chairman or five (5) or more Directors. If at any meeting of the Board there shall be less than a quorum present, a majority of those present may adjourn the meeting or recess until a quorum shall have been obtained. A minimum of six (6) meetings of the Board, including the annual meeting, shall be held on a yearly basis.

10.02 Notice of all meetings shall be provided to each Director and Officer. However, failure to receive such notice by any Director or Officer shall not act to invalidate acts of the Board taken at such meetings unless any such Director at the beginning of such meeting states any objections to the place or time of the meeting, to the manner in which it has been called or convened, or to the transaction of business thereat. Further, notice shall not be required to be given any Director who at any time before or after the meeting waives notice of the same in writing.

10.03 Any action required or permitted by these Bylaws or otherwise to be taken at any meeting of the Board may be taken without a meeting if written consent setting forth the action so taken shall be signed by a majority of the Directors and such written consent is filed with the minutes of the proceedings of the Board, and such notice of action is made in accordance with the Georgia Open Records Act and Georgia Open Meetings Act.

ARTICLE XI. QUORUMS AND VOTING; RULES AND PROCEDURES

11.01 A majority of the incumbent members of the Corporation's Board shall constitute a quorum for the transaction of business. Each Director (not including vacancies) shall be entitled to one (1) vote or to designate a proxy to vote in his or her behalf.

11.02 Except as otherwise required by the Georgia Nonprofit Corporation Code, the Corporation's Articles of Incorporation or these Bylaws, all decisions of Board shall be by majority vote of those present.

ARTICLE XII.COMMITTEES

12.01 Executive Committee. The Board may, by resolution adopted by a majority of the entire Board, designate an Executive Committee consisting of at least two (2) or more Directors, that may exercise such powers of the Board in the management of the activities and affairs of the Corporation, except the powers denied to the Executive Committee, as may be determined from time to time by the Board.

12.02 Other Committees. The Board, by resolution adopted by a majority of the entire Board, may ~~designate~~ ~~create or dissolve~~ one or more additional committees, each committee to consist of one (1) or more of the Directors of the Corporation, which shall have such name or names and shall have and may exercise such powers of the Board in the management of the activities and affairs of the Corporation, except the powers denied to the Executive Committee, as may be determined from time to time by the Board. Each such committee will be chaired by one of the members of the Board, but community volunteers may serve on the committees as appointed by the committee chairs. Any candidate interested in serving on the Board will be required to demonstrate one of the following:

1. Service on a committee of the Board for at least 6 months
2. Completion of volunteer hours as specified by the governance committee.
3. Demonstrated commitment to The Museum School, as approved by a two-thirds vote of the governing board.

At a minimum, the Board will appoint a Governance Committee, a Development Committee, a Finance Committee, a Facilities Committee, a Communications Committee, a Diversity Committee, and an Academic Excellence Committee.

12.03 Removal. The Board shall have power at any time to remove any member of any committee, with or without cause, and to fill vacancies in and to dissolve any such committee.

12.04 Powers denied to the Executive Committee. The Executive Committee is not permitted to do any of the following:

- Amend the articles or bylaws

- Dissolve the nonprofit corporation (if the school is a separately incorporated nonprofit organization)
- Dismiss or elect new board directors or officers
- Hire or fire Head of School
- Enter into or alter major contracts such as the charter contract
- Sue another entity
- Change a board approved budget; or
- Adopt or eliminate major programs or services.

ARTICLE XIII.

ADVISORY COUNCIL AND ADVISORY BOARDS

13.01 The Board shall have the authority to create an Advisory Council consisting of former Directors that are otherwise eligible in accordance with rules established by the Board from time to time and appointed by the Board from candidates proposed by the Governance Committee. The Advisory Council Chair shall be nominated by the Governance Committee and approved by a majority vote of the Board. The Advisory Council Chair shall be expected to attend all Board meetings.

13.02 Members of the Advisory Council shall not have the right to vote or to bind the Corporation, and none shall have any legal responsibility for the operations of the Corporation.

13.03 The Board shall have power at any time to remove any member of the Advisory Council, with or without cause, to fill vacancies in the Advisory Council, and to dissolve the Advisory Council.

13.04 The Board shall also have the authority to create, from time to time, one or more technical or special Advisory Boards for the purpose of providing formal mechanisms to solicit the advice and assistance of persons with special knowledge and resources for the benefit of the Corporation. Members of such Advisory Boards shall be appointed from candidates proposed by the Board.

13.05 Members of the Advisory Boards shall not have the right to vote or to bind the Corporation, and none shall have any legal responsibility for the operations of the Corporation. Such persons shall not be required to attend meetings of the Board except at the invitation of the Chairman or two (2) or more members of the Board.

ARTICLE XIV.DEPOSITS, CHECKS, LOANS, AND CONTRACTS

14.01 The funds of the Corporation shall be deposited in such banks, trust companies, or other depositories as the Board shall select.

14.02 No contract, agreement, indenture, check, draft, endorsement, note, evidence of indebtedness or other writing shall be valid and binding as against the Corporation unless the same is executed by the Chairman and any one of the following persons: the Treasurer or any other individual specifically authorized by the Board. Endorsements for deposits to the Corporation's bank account shall be made in any manner which the Board may from time to time authorize.

14.03 No loan, extension of credit or advance shall be contracted for on behalf of the Corporation except and to the extent that the same has been authorized by the Board, which authorization may be general or limited to specific instances. No asset or property of the Corporation may be pledged or encumbered to collateralize any loan made to the Corporation unless the same is specifically authorized by the Board.

ARTICLE XV.FISCAL YEAR

15.01 The Corporation's fiscal year shall begin on July 1 of each year and end on June 30 of that year.

ARTICLE XVI.AMENDMENTS

16.01 The Board of the Corporation shall have power to alter, amend or repeal these Bylaws or adopt new Bylaws of the Corporation by an affirmative vote of a majority of the Board at which a quorum is present or at any special meeting thereof at which a quorum is present; provided, however, notice of the contemplated action concerning the Bylaws is delivered to each member of said Board at least three (3) days in advance of said meeting.

ARTICLE XVII.INDEMNIFICATION

17.01 Generally. The Corporation shall indemnify any Director or officer of the Corporation and may, at the discretion of the Board of Directors, indemnify any employee, agent or advisor of the Corporation who was or is a party or is threatened to be

made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than action by or in the right of the Corporation in which he or she was adjudged liable to the Corporation) by reason of the fact that he or she is or was a Director, officer, employee, agent or advisor of the Corporation, against any expenses (including attorney's fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit or proceeding if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interest of the Corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful; provided, that this provision shall provide for indemnification only pursuant to the procedures and limitations provided and to the fullest extent permitted from time to time by the Georgia Nonprofit Corporation Code or any successor law or laws.

17.02 Rights Not Exclusive. The rights accruing to any person under the foregoing provisions of this Article shall not exclude any other right to which he or she may be lawfully entitled, nor shall anything herein contained restrict the right of the Corporation to indemnify or reimburse such person in any proper case even though not specifically herein provided for. The Corporation, its Directors, officers, employees, agents and advisors shall be fully protected in taking any action or making any payment under this Article 17 or in refusing to do so in reliance upon the advice of counsel to the Corporation.

17.03 Insurance. The Corporation shall be authorized to obtain and maintain insurance on behalf of its Directors, officers, employees, agents and advisors against liability asserted against or incurred by them in such capacity or arising from their status as a Director, officer, employee, agent or advisor, whether or not the Corporation would have power to indemnify such Director, officer, employee, agent or advisor against the same liability to the full extent permitted under the Georgia Nonprofit Corporation Code.

ARTICLE XVIII. CORPORATE SEAL

18.01 The seal of the Corporation shall consist of an impression bearing the name of the Corporation around the perimeter and the word "Seal" or "Corporate Seal" and such other information in the center thereof as is desired. In lieu thereof, the

Corporation may use an impression or writing bearing the words "Corporate Seal" enclosed in parenthesis or scroll which shall also be deemed the seal of the Corporation.

ARTICLE XIX.CONSTRUCTION

19.01 In referring herein to any officer or Director, the use of the singular shall include the plural, the plural shall include the singular, and any gender shall include the other gender, as appropriate in the context and under the circumstances.

I hereby certify that the foregoing Bylaws were duly adopted by the Board of Directors of the Corporation on this 22nd of October, 2019.

Katherine Moore
Katherine Moore

Secretary





The Museum School Board of Directors - Member Agreement

The Museum School Board of Directors (the "Board")	Member
Avondale Education Association, Inc. A Georgia 501(c)(3) 923 Forrest Blvd., Decatur, GA, 30030, USA	<hr/> <p style="text-align: center;">Name</p>

This Board Member Agreement ("Agreement") is executed effective on the date below between, **Avondale Education Association, Inc.**, a 501(c)(3) nonprofit corporation (/D/B/A The Museum School of Avondale Estates) along with its Board of Directors having its principal office at the above address (the "Board") and the Member named above (the "Member"), as consideration for the Member's continued affiliation with the Board.

- WHEREAS**, the Member is obligated to an ongoing legal and moral responsibility to the Board;
- WHEREAS**, the Member believes in the purpose and the mission of the Board; and
- WHEREAS**, the Member will act responsibly and prudently as a steward of the Board.

NOW THEREFORE, in consideration of the representations and Terms and Conditions contained in this Agreement, Volunteer and Foundation agree as follows:

1. **Member Responsibilities.** The Member understands and agrees to perform the obligations and responsibilities outlined in the Board of Directors Roles and Responsibilities as contained herein. The Member shall immediately notify the Chair of the Board should the Member become unable or unwilling to perform the duties contained therein, generally or as it applies to a specific role for the Member. If possible, the Member shall provide thirty (30) days written notice of relief of responsibilities and/or resignation. During such time, the Member agrees to coordinate, facilitate and/or otherwise assist the Chair and other members to successfully transition the Member's responsibilities to other member(s) of the board. Member shall notify the Board Chair immediately should a conflict of interest arise.
2. **Board Responsibilities.** Without request from the Member, the Member will be provided on a monthly basis, financial statements and an update of organizational activities of the Board that will allow the Member to meet the "prudent person" section of applicable laws. The Board will assist and facilitate the performance of the Member's duties by keeping the Member informed about issues related to the governing of Charter Schools and by offering professional development opportunities facilitated by the Board and its agents. The Board and the Head of School will work in good faith with the Member to achieve their common goals. The Member is invited to discuss any concerns regarding the Member's ability to fulfill the Member's responsibilities with the Board Chair.

IN WITNESS WHEREOF, Pursuant to the representations, warranties, acknowledgments, and other obligations outlined throughout this Agreement, Member set its hands and placed its signature to execute this NDA as of the Effective Date.

X <hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;">Member Signature</p>	<hr style="border: 0; border-top: 1px solid black;"/> <p style="text-align: center;">Effective Date</p>
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Name:		Title:	
Phone:		Email:	
Address:		City/ST/Zip:	

The Museum School Board of Directors - Roles and Responsibilities

Responsibilities of the Board as a Whole:

General Responsibilities:

- Every Board Member is responsible for ensuring that the academic program of The Museum School of Avondale Estates (the “Museum School”) is successful, that the school's program and operation are faithful to the terms of its charter, and that the school is a viable organization.

Specific Responsibilities:

- The Board will determine the mission and purpose of The Museum School and keep it clearly in focus.
 - Periodically review the mission statement which:
 - Serves as a guide to organizational planning, board and staff decision-making, volunteer initiatives, and setting priorities among competing demands for scarce resources.
 - Is used as the vehicle for assessing program activities to ensure that the organization is not drifting away from its original purposes.
 - Understand and support the mission statement.
 - Review and maintain bylaws and policies consistent with mission
- The Board will ensure effective organizational planning.
 - Approve an annual organizational plan that includes concrete, measurable goals consistent with the charter and accountability plan.
 - Establish strategic plans
 - Focus on governance, rather than management
- The Board will determine, monitor and strengthen the programs and services of The Museum School.
 - Assure programs and services are consistent with the mission and the charter.
 - Approve measurable organizational outcomes.
 - Approve annual, attainable board and management level goals.
 - Monitor progress in achieving the outcomes and goals.



Name:		Title:
Phone:	Email:	
Address:		City/ST/Zip:

- Assess the quality of the program and services.

— The Board will support and review the performance of the Head of School.

- Provide frequent and constructive feedback.
- Compliment for exceptional accomplishments.
- Provide for an annual written performance review, usually in the form of a survey, with a process agreed upon with the School Leader well in advance.

— The Board will ensure adequate resources.

- Approve fundraising targets and goals.
- Assist in carrying out a development plan.

— The Board will manage resources effectively.

- Approve the annual budget.
- Monitor budget to actual performance through periodic financial reports.
- Approve accounting and personnel policies.
- Provide for an independent annual audit by a qualified CPA.
- Ensure adequate insurance is in force to cover students, staff, visitors, the board and the assets of the school.

— The Board will enhance the public standing of The Museum School.

- Serve as ambassadors, advocates and community representatives of the school.
- Ensure that no board member represents her/himself as speaking on behalf of the board unless specifically authorized to do so.
- Provide for a public presentation that details The Museum School's mission, programs, financial condition, and progress made towards charter promises.

— The board will ensure legal and ethical integrity and maintain accountability.

- Establish policies to guide the school's board members and staff.



Name:		Title:	
Phone:		Email:	
Address:		City/ST/Zip:	

- Develop and maintain adequate personnel policies and procedures (including grievance mechanisms).
- Keep full and accurate records of meetings, committees, and policies.
- Adhere to the provisions of the school's bylaws and articles of incorporation.
- Adhere to local, state and federal laws and regulations that apply to the school.
- Ensure compliance with federal, state, and local government regulations.

— The board will recruit and orient new board members and assess board performance.

- Define board membership needs in terms of skill, experience and diversity.
- Cultivate, check the credentials of and recruit prospective nominees.
- Provide for new board member orientation.
- Conduct an annual evaluation of the full board and individual trustees.
- Provide ongoing education for board members.
- Ensure effective leadership succession planning.

Responsibilities of Individual Directors:

General Responsibilities:

— Each Board Member, as a Trustee of the Museum School, is responsible for actively participating in the work of The Museum School Board of Directors and the life of the school. Each Director is expected to affirm and strive to fulfill the performance expectations outlined below.

Specific Responsibilities:

— I believe in, I support, and I will be an active advocate and ambassador for the values, mission, and vision of The Museum School.

— I will work with fellow board members to fulfill the obligations of board membership.

- Be knowledgeable about the charter, objectives, and current and historical operations and issues.
- Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.



Name:		Title:	
Phone:	Email:		
Address:		City/ST/Zip:	

— I will behave in ways that clearly contribute to the effective operations of the Board of Directors:

- Focus on the good of the organization and group, not on a personal agenda.
- Respect board confidentiality.
- Accept and support board decisions once they are made.
- Build awareness of and vigilance towards governance matters rather than management.
- Avoid involvement in specific management, curriculum, or personnel issues.
- Support the Head of School and demonstrate support in the community.

— I will consistently attend Board meetings:

- Attend a minimum of 75% of board and committee meetings in accordance with the attendance policy.
- If unable to attend, notify the Board or appropriate Committee Chair at least 24 hours in advance.
- Prepare for these meetings by reviewing materials and bringing the materials to meetings.
- Responsibly review and act upon committee recommendations brought to the board for action.
- Prepare in advance for decision-making and policy formation at board meetings; take responsibility for self-education on the major issues before the board.

— I will provide leadership on board committees.

- Each Board Member is expected to serve as an active member or Chair of at least one committee.

— I understand that the Board speaks with one voice or not at all.

- Decision-making occurs during meetings of the board.
- Board exercises its authority only when it acts collectively.
- Individual directors may not exercise the authority of the board outside of board meetings unless specifically delegated that authority by the board as a whole for a specific purpose.

— I will be prepared to contribute a minimum of 8-10 hours per month toward board service which includes:

- Attending regular board meetings (2 hours)
- Participating on a board committee (2 hours)



Name:		Title:
Phone:	Email:	
Address:		City/ST/Zip:

- Reading materials, preparing for meetings (1 hour)
- Attending events at the school, assisting with fundraising and other ambassador tasks as needed (1-2 hours)

— I will commit time to developing financial resources for The Museum School. This includes making a personally meaningful financial gift as well as supporting other fund development activities of The Museum School in a manner appropriate for board directors.

- Give an annual financial contribution and support capital campaigns at a level that is personally meaningful.
- Actively participate in one or more fundraising event(s) annually.

— I will inform the Board of Directors of The Museum School of any potential conflicts of interest, whether real or perceived, and abide by the decision of the board related to the situation.

— I accept a fiduciary responsibility:

- Duty of Care
- Duty of Loyalty
- Duty of Obedience

— I will participate in the annual board director self-review process.

- Participate in annual board development activities, including specific governance/charter school training, as prescribed by the Governance Committee.
- Understand and comply with all applicable open records/meetings requirements, as required by local, state, and federal law.
- In general, utilize personal and professional skills, relationships and knowledge for the advancement of The Museum School.
- Participate in the charter renewal process, including preparation for and participation in any interviews required.



Name:		Title:	
Phone:		Email:	
Address:			City/ST/Zip:

**The Museum School Board Of Directors
Conflict of Interest Form**

1.	Do or will you or your spouse have any contractual agreements with TMS?	
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?	
3.	Did or will you or your spouse lease or sell property to the proposed charter school?	
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?	
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?	
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?	
7.	Did you or your spouse provide any start up funds to the proposed charter school?	
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?	
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?	
10.	Do you currently serve as a public official or sit on any other boards?	
11.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school?	
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?	
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?	

School/System Name: DeKalb County School District/The Museum School of Avondale Estates	Charter Term: July 1, 2017 - June 30, 2022					
	Assessment	Year 1 - 2017-2018	Year 2 - 2018-2019	Year 3 - 2019-2020	Year 4 - 2020-2021	Year 5 - 2021-2022
Contract Terms and Performance Goals						
Essential or Innovative Features (Indicate whether each essential or innovative feature was implemented. Use the legend below to indicate the implementation of each feature.)		✓	✓	✓	✓	✓
1. The Charter School shall implement the museum model in which the school partners with museums to achieve high academic standards by creating inquiry-based and experiential collaborative learning units.						
Achievement of Academic and Organizational Goals (Indicate the assessment used for each measure. Provide the target and actual performance for each measure. Use the legend below to color code each "Actual" performance cell. You may add additional lines for each measure as needed)						
Academic Goal 1: During each year of its Charter term, the Charter School shall "beat the odds" as determined by a formula measuring expected students growth.						
Measure 1: The Charter School shall "beat the odds".	BTO	Within range	BTO	N/A	BTO	N/A
Academic Goal 2: The Charter School will demonstrate proficiency and/or improvement on the CCRPL.						
Measure 1: The Charter School's CCRPI score shall be better than both the State and local district during each year of its Charter term.	76.6 (State), 70 (District)	86.9	78.8 (State), 75.4 (District)	N/A	N/A	N/A
Organizational Goal 1: The Charter School will be economically sustainable.						
Measure 1: Each year the Charter School will operate in a fiscally sound manner as measured by an external audit that is submitted to the Department by November 1.						N/A
Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.						N/A
Measure 3: Yearly balance sheets will demonstrate that the Charter School maintains adequate cash reserves.						N/A
Measure 4: The Charter School will meet all Generally Accepted Government Accounting Standards (GAGAS) as demonstrated by external annual audit reports.						N/A
Measure 5: The Charter School will meet all financial reporting deadlines set by the Department and their local school district as it relates to the district meeting Department's deadline.						N/A
Organizational Goal 2: The Charter School shall ensure all Governing Board Members receive effective training as required by O.C.G.A. 20-2-2072 and SBOE Rule 160-4-9-06.						
Measure 1: All Governing Board members shall participate in nine hours of annual training, with six additional hours of training for newly-approved governing board members during the first year after their approval. The training must include certain topics and be conducted by a State Board of Education (SBOE) approved provider. In addition, charter school governing boards must adopt a Code of Ethics and a Conflict of Interest Policy.						
Organizational Goal 3: The Charter School shall promote a positive school experience that engages students, parents, and teachers.						
Measure 1: According to data reported by the Governor's Office of Student Achievement Report Card, in each year of the charter, the percentage of students absent 6 days or more shall not exceed 10% and shall improve by at least 2 percentage points annually until the percentage of students absent 6 days or more is below 5%.	6%	30%	6%	20%	6%	N/A
Measure 2: Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year in which the options are very unsatisfied, unsatisfied, somewhat satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.	90%	93%	90%	N/A	90%	N/A
Measure 3: Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year in which the options are very unsatisfied, unsatisfied, somewhat satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed.	90%	100%	90%	N/A	90%	N/A
Measure 4: Each year, the Charter School will receive a 4-star rating or higher on the Georgia Department of Education's School Climate Star Ratings annual report.	4	4	3	4	4	N/A
Organizational Goal 4: The Charter School shall reflect the socio-demographic diversity of the local district with a targeted focus on economically disadvantaged students as defined by the Georgia Department of Education.						
Measure 1: During each year of the charter term (or until the school is within 10% of the DeKalb County School District average), the school will increase the total percentage of economically disadvantaged students by at least 4%.	15%	21%	23%	24%	27%	31%
Organizational Goal 5: The Charter School's board of directors will reflect the socio-demographic diversity of the community it serves.						
Measure 1: The board will elect at least 2 new sociodemographically diverse members by the end of the charter term.	N/A	N/A	N/A	N/A	N/A	4
Organizational Goal 6: The Charter School's faculty and staff will reflect the sociodemographic diversity of the community it serves.						
Measure 1: During each year of the charter term, at least 30% of the Charter School's newly hired staff will experience working within the school's defined diverse community or a community with similar sociodemographic diversity.	30%	83%	30%	75%	30%	100%
Measure 2: During each year of the charter term, the Charter School will track and adopt strategies to recruit a larger number of diverse candidates, including, but not limited to, direct recruiting of graduates of HBCUs and use of the Georgia Charter School Association Job Fair.						N/A

Please provide the training hours for all governing board members with more than one year of service for the 2020-2021 school year.

For EXISTING GOVERNING BOARDS AND MEMBERS: The Charter school governing board members must participate in a minimum of nine (9) hours of annual training

Governing Board Member Name	Year(s) of Service	Financial Governance Training		Whole Board Governance Team Training		Whole Board Governance Team Training		Topics within the Standards for Effective Governance of GA Nonprofit Charter School Governing Boards	
		# of Hours	Provider	# of Hours	Provider	# of Hours	Provider	# of Hours	Provider
Clay Jones	5	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Alan Locke	4	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Katherine Moore	3	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Jingrid Iby	3	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Kelly Swiriks	3	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Janaun Ivy	2	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Richard Percy	2	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Tamara Richards	2	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA
Christina Cassidy	2	3	Carl Vinson Institute- UGA	1	GCSSA	4	Carl Vinson Institute- UGA	1	Carl Vinson Institute- UGA

Please provide the training hours for all NEW governing board members for the 2020-2021 school year.

For NEW GOVERNING BOARDS AND MEMBERS: The NEW Charter school governing board members (including past governing board members with a break in service of greater than one year) and the entire governing board of newly-approved charter schools must participate in a minimum of fifteen (15) hours of training within their first year of service as governing board members.

ALL NEW MEMBERS ARE REQUIRED TO PARTICIPATE IN THREE (3) HOURS OF FINANCIAL GOVERNANCE TRAINING THAT IS PROVIDED ONLY BY THE DEPARTMENT FINANCE AND BUDGET OFFICE

Governing Board Member Name	# of Hours	Provider	Charter School Finance and Budgeting Training		Financial Governance Training (Required training for all new members)		Whole Board Governance Team Training		Topics within the Standards for Effective Governance of GA Nonprofit Charter School Governing Boards	
			# of Hours	Provider	# of Hours	Provider	# of Hours	Provider	# of Hours	Provider
Judith Wahl	2	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	6	GA DOE FBO + Carl Vinson	3	CV-UGA/GCSA	1	Carl Vinson Institute- UGA

Please provide the PROPOSED training plan for all governing board members for the 2021-2022 school year.

For EXISTING GOVERNING BOARDS AND MEMBERS: The Charter school governing board members must participate in a minimum of nine (9) hours of annual training

For NEW GOVERNING BOARDS AND MEMBERS: The NEW Charter school governing board members (including past governing board members with a break in service of greater than one year) and the entire governing board of newly-approved charter schools must participate in a minimum of fifteen (15) hours of training within their first year of service as governing board members.

ALL NEW MEMBERS ARE REQUIRED TO PARTICIPATE IN THREE (3) HOURS OF FINANCIAL GOVERNANCE TRAINING THAT IS PROVIDED ONLY BY THE DEPARTMENT FINANCE AND BUDGET OFFICE

Governing Board Member Name	# of Hours	Provider	Charter School Finance and Budgeting Training		Financial Governance Training (Required training for all new members)		Whole Board Governance Team Training		Topics within the Standards for Effective Governance of GA Nonprofit Charter School Governing Boards	
			# of Hours	Provider	# of Hours	Provider	# of Hours	Provider	# of Hours	Provider
Clay Jones	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Alan Locke	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Katherine Moore	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Jingrid Iby	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Kelly Swiriks	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Janaun Ivy	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Richard Percy	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Tamara Richards	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Christina Cassidy	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Manrum Gibson	4	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	3	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Andrew Tashiro	4	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	3	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Judith Wahl	1	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	N/A	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA
Jade Yang	4	Carl Vinson Institute- UGA	3	Carl Vinson Institute- UGA	3	GA DOE FBO	3	Carl Vinson Institute- UGA	2	GCSSA

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).

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.

Locally-Approved Charter School Partners Roles and Responsibilities Chart

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)
Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	✓					
Evaluate the principal or school leader (LKES)	✓					
Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		✓				
Evaluate the teachers (TKES) and all other staff		✓				
Determine whether teacher certification will be required	✓	✓				
Plan professional development for staff		✓				
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)
Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	✓	✓				
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	✓	✓				
Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	✓	✓				
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	✓	✓	✓			
Raise additional funds through fundraising efforts	✓					
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds	✓	✓				
Final school budget approval	✓					
Establish financial policies and standard operating procedures	✓					
Maintain a reserve fund	✓					
Determine facility uses	✓	✓				
Ensure sound fiscal management and monitor budget implementation	✓	✓				
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)
Recommend/Adopt instructional delivery model	✓	✓				
Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	✓	✓				
Recommend/Adopt courses and programs to offer	✓	✓				
Recommend/Adopt textbooks, technology, and instructional materials	✓	✓				
Recommend/Establish additional graduation requirements	✓	✓				
Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	✓	✓				
Recommend/Adopt seat time requirements	✓	✓				
Recommend/Adopt opportunities for student acceleration/remediation	✓	✓				
Create or modify Career Pathway curricula	✓	✓				
Choose dual enrollment options	✓	✓				
Choose credit recovery options	✓	✓				
Utilize online learning platforms (e.g., Georgia Virtual School)		✓				
Establish additional mastery level requirements for performance	✓	✓				
Select additional formative and/or summative assessments to determine student levels of mastery and growth		✓				
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)
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		✓				
Establish lesson plan requirements for teachers		✓				
Establish placement and promotion criteria	✓	✓				
Set grading and reporting policies, plans, process, schedules, and formats	✓	✓				
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)
Complete self-assessment based on Georgia School Performance Standards		✓				
Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		✓				
Set a timeline for implementing school improvement timeline		✓				
Set a budget for implementing school improvement timeline	✓	✓				
Recommend/Approve school improvement plan and provide oversight of its implementation	✓	✓				
Hold principal or school leader accountable for school improvement plan implementation and timeline	✓					
Hold faculty and staff accountable for school improvement plan implementation and timeline		✓				
Evaluate success of school improvement plan and recommend/make revisions as needed	✓	✓				
Regularly communicate student and school performance data to all stakeholders		✓				
School Operations	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)
Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks	✓	✓				
Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)		✓				
Establish experience, training, and other matters related to substitute teachers		✓				
Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc.	✓	✓				
Recommend/Approve professional development vendors and resources	✓	✓				
Manage day-to-day human resources		✓				
HR processing, including employment contracts and benefits administration		✓				
Recommend/Select co-curricular and extracurricular activities		✓				
Establish after-school and Saturday programs as needed		✓				
Set enrichment and/or advisory periods as needed		✓				
Establish field trips, including locations and date		✓				
Set class size and student-teacher ratios	✓	✓				
Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)	✓	✓				
Establish school partnerships for school growth		✓				
Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support		✓				
Select/Approve vendors aligned with school needs		✓				
Manage transportation decisions, including authority to contract for transportation service	✓	✓				
Select information systems (e.g., Student Information System, financial information systems)		✓				
Manage the facility or facilities that are owned and operated by the school system for use by the charter school	✓	✓				
Approve/manage the food service agreement with a vendor or the school system	✓	✓				
Establish school size	✓					
Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	✓					
Establish attendance policies	✓	✓				
Establish student code of conduct and behavior policies, plans, processes, and formats	✓	✓				
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	✓	✓				
Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	✓	✓				

*The LBOE retains its constitutional authority

The Museum School Lottery Application



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

[Account Info](#)

[Add Child](#)

[Logout](#)

Your account has been created!
 Enter your child's information below to add them to your account.
 You will be able to enter additional children if necessary.

First Name:

Middle Initial:

Last Name:

Suffix:

Date of Birth (mm/dd/yyyy):



Home	Our System	Faculty	Parents
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Applicants List You have added TEST TEST to your account!

Account Info 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.

TEST TEST School Name: The Museum School of Avondale Estates

Add Sibling

Logout



Seed Lot Page

The Museum School of Avondale Estates

Home	Our System	Faculty	Parents	Support
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Applicants List You have entered TEST TEST into the Lottery, 8th Grade 2021-22.

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

TEST TEST Check all Application Preference Groups that apply, if any, and click 'submit'.

Add Sibling TEST TEST TEST TEST is currently in the preference group(s). Single Applicant.

Logout

Application Preference Groups:

- Area 1**
Area 1: Students zoned for Peachcrest or Avondale Elementary Schools. Go to <http://themuseumschool.org/admission/> to determine your child's zoned school.
- Area 2**
Area 2: DeKalb County School District students not zoned for Peachcrest or Avondale Elementary Schools, excluding City Schools of Decatur and Marietta Public Schools students.
- Children of Full-Time Museum School Faculty/Staff**
Children of full-time TMS faculty and staff members.
- Children of Governing Board Members**
Children of current governing board members.
- Economically Disadvantaged**
Students that receive free/reduced lunch are eligible for the economically disadvantaged preference. Check the chart at <http://themuseumschool.org/admission/> to determine your family's free or reduced lunch eligibility. OR, if the answer to any question below is yes, your child is eligible for the Economically Disadvantaged preference. Do you receive Supplemental Nutrition Assistance program (SNAP) benefits, formerly known as Food Stamps? Do you receive Temporary Assistance for Needy Families (TANF) benefits? Do you receive Women, Infants, and Children (WIC) benefits? Do you receive Medicaid benefits? Do you receive PINS benefits? Do you receive a Section 8 tenant-based or project-based housing voucher?
- Enrolled Museum School Sibling(s)**
Applicants who have a sibling(s) currently enrolled at The Museum School.

Enlarged preference groups:

- Area 1**
Area 1: Students zoned for Peachcrest or Avondale Elementary Schools. Go to <http://themuseumschool.org/admission/> to determine your child's zoned school.
- Area 2**
Area 2: DeKalb County School District students not zoned for Peachcrest or Avondale Elementary Schools, excluding City Schools of Decatur and Atlanta Public Schools students.
- Children of Full-Time Museum School Faculty/Staff**
Children of full-time TMS faculty and staff members.
- Children of Governing Board Members**
Children of current governing board members.
- Economically Disadvantaged**
Students that receive free/reduced lunch are eligible for the economically disadvantaged preference. Check the chart at <http://themuseumschool.org/admission/> to determine your family's free or reduced lunch eligibility. OR, if the answer to any question below is yes, your child is eligible for the Economically Disadvantaged preference. Do you receive Supplemental Nutrition Assistance program (SNAP) benefits, formerly known as Food Stamps? Do you receive Temporary Assistance for Needy Families (TANF) benefits? Do you receive Women, Infants, and Children (WIC) benefits? Do you receive Medicaid benefits? Do you receive PINS benefits? Do you receive a Section 8 tenant-based or project-based housing voucher?
- Enrolled Museum School Sibling(s)**
Applicants who have a sibling(s) currently enrolled at The Museum School.

The Museum School
Random Lottery Process
Policy and Procedures

The Museum School of Avondale Estates Enrollment Lottery

Table of Contents

- Policy
- Procedures
 - During Open Enrollment
 - Post Open Enrollment
 - Lottery Day
 - Post Lottery

Policy:

If the number of timely applicants received by The Museum School exceeds the capacity of a program, class, grade level or building, The Museum School shall ensure that such applicants have an equal chance of being admitted through a random-selection lottery.

To participate in the lottery, a student's application must be received prior to the open enrollment application deadline as established by the school's Board. The lottery will take place in late February (check the school's website for the exact date). The lottery results will be made available to the public following the lottery. A nonbiased third party will certify the validity of the lottery.

The attendance zone for The Museum School of Avondale Estates is divided into 2 areas: First priority is given to applicants residing in [Focus Area 1](#) which follows the boundaries established by the DeKalb County School District for Avondale and Peachcrest Elementary schools.*

If space allows, applicants residing in Focus Area 2 defined as the remainder of DeKalb County (unincorporated DeKalb), excluding City of Decatur and City of Atlanta attendance zones, are considered for admission.

*The current attendance zone boundaries for Avondale and Peachcrest Elementary schools are identical to those established by the DeKalb County School District for Avondale, Knollwood and Midway Elementary schools as of the 2011-2012 school year.

Class size is at the discretion of the Principal, with Board approval, as long as within legal limits.

Procedures:

During Open Enrollment

Applications will be collected through an electronic application system.

Preferences

Pursuant to O.C.G.A. 20-2-2066, and The Museum School charter contract, enrollment preferences will be given in the following order to: 1) **siblings of students enrolled in the school** and 2) **students with a parent or guardian**

who is a member of the governing board or is a full-time teacher, professional, or other employee of The Museum School.

The Museum School is legally allowed to give enrollment preference to students who are **economically disadvantaged**, as defined by law. To facilitate the weighted lottery, applicants can indicate their "economically disadvantaged" status on the lottery application and such status will be verified as part of the registration process. The weight for economically disadvantaged students will be calculated annually by The Museum School Board of Directors using a formula established in the charter contract. The Georgia Department of Education defines economically disadvantaged as a student whose family is below the poverty line, qualifies for free or reduced lunch, or whose family qualifies for federal benefits including SNAP, TANF, WIC, or Medicare.

The Museum School will publicize and announce enrollment procedures to the entire attendance zone, and each January will pre-enroll returning students. Any such student shall be permitted to be enrolled provided that: 1) the student meets age and residency requirements and his/her grade level is offered and 2) the student's re-enrollment form has been completed and returned to the school within the Open Enrollment period.

Residency requirements do not apply to children of governing board members, full-time teachers, professionals or other employees of The Museum School.

Definitions

Sibling by definition is a:

1. Biological (including ½ sibling)/adoptive sibling residing within the attendance Zone.
2. Stepsiblings residing in the same household.
3. Foster children residing within the same household.

Sibling notes:

- Stepsiblings living in different households are not considered for a sibling preference.
- An 8th grade student or alumnus of the school with a sibling applying for the following year does not qualify as a sibling for entrance preference. Further, sibling preferences are only applicable for students who are eligible to enroll based on age.
- Same-grade siblings will be treated as one single applicant unit, rather than as multiple applicants. When that one applicant unit is drawn in the lottery, the same-grade siblings will be numerically ordered on the waiting list or conditionally accepted, dependent upon where in the lottery that applicant unit was drawn.
- Siblings of current students must submit an application to the school during the open enrollment period to be considered for admission.

Residency must be established as of the open enrollment deadline and proper proof of residency must be submitted with registration documents. NOTE: Residency must be with the primary or shared custodial parent(s) or legal guardian(s) -- not other relatives or friends. Residence must be student's primary home, not a rental property, place of business, etc.

Residency notes: Ownership of property/land with stated intent to build and use as primary residence is insufficient. Parents or guardians who live in a residence but do not own or lease the residence will be required to complete a notarized Affidavit of Residence. The parent/guardian and the adult owner/lessee of the residence will both be required to complete the form, attesting that the person does indeed reside there. The parent/guardian will also need to provide evidence that they do live at the specified residence, as detailed on the affidavit.

The information provided in the application must be accurate and align with the school's definitions of residency and siblings as defined on the school's website. Parents must ensure that all information provided is correct by the registration date. If parents have provided inaccurate information, the lottery results will not be altered to reflect correct, new information. Instead, the impacted student will be moved to the bottom of the waitlist in their respective grade-level.

Upon a student's admission to The Museum School, if parents are unable to provide sufficient documentation verifying "economically disadvantaged" status, the student will be moved to the bottom of the waitlist. Further, if parents are unable to provide proof of residency for the address listed on the application when the student is offered a spot, the student will be moved to the bottom of the waitlist.

Post Open Enrollment

Upon closing of each Open Enrollment period, if the number of qualified applications from applicants residing in Focus Area 1 exceeds the number of available seats for any or all grade levels, a random selection (Lottery) will be conducted of those applicants residing in Focus Area 1. If the number of qualified applications residing in Focus Area 1 does not exceed the number of available seats for any or all grade levels, but the total number of qualified applications from both Focus Area 1 and Focus Area 2 does exceed the number of available seats for such grade, then a Lottery will be conducted of all qualified applicants (Focus Area 1 and Focus Area 2) for such grade.

A calculation review will be performed to ensure that the total number of children of charter school's founders and children of employees is less than 10% of the total enrollment.

Lottery Day

The school's automated Lottery is designed to ensure all applicants are fairly placed on class lists using a random algorithm while taking into account preferences.

Drawing to Select Students:

- The random lottery to select students will be conducted, applying preferences to applicants as self-identified during the application process.
- As each student is selected, that student's sibling(s) will be added to the appropriate class list for that grade or any other grades. A sibling will be placed based on available space. If the class is at capacity, the sibling receives preference on the waiting list.
- Students will be selected and placed until all the seats at that grade level are filled. Once all seats are filled, all remaining names will be placed on the waiting list in the order in which they are selected.
- A waiting list lottery for the applicants in Focus Area 2 will be conducted for each class for which the applicants from Focus Area 1 exceed the number of available seats for that grade. The names of the applicants from the waiting list lottery will be placed on the waiting list after the names of any applicants from Focus Area 1.
- A student cannot lose his/her seat on the class list after it has been awarded.

- After all names have been drawn and placed, waiting lists will be adjusted to award sibling preference. Sibling preference applies only when the sibling is placed on the class list, as opposed to placement on a waiting list. Student preference siblings will be moved up the waiting list based on their original order, bypassing singletons.

Applications received after the Open Enrollment period will be placed at the end of the waiting list (for both Focus Area 1 and Focus Area 2) after the lottery has concluded, in the order in which they were received.

- If a class is not at capacity at the end of the lottery, additional students will be added as qualified applications are received, in the order they are received.
- If additional seats become available after the Lottery, they will be filled from the applicants, in order, on the waiting list. Sibling preference will be applied to the waiting list only at the time of the lottery. The waiting list order will not be adjusted after the time of the lottery, even if one sibling gets onto a class list.

Applications are only valid for one year. New applications for the following year will need to be submitted for the next year's consideration. The waiting list does not carry over from year to year.

Post Lottery

All applicants must return their Intent to Enroll Form and registration documents within 15 business days after notification of admission. Failure to comply with this deadline will result in the student's admission slot being offered to another applicant.

Registration Documentation – Proof of Qualification

1. Intent to Enroll form
2. Original certified birth certificate
3. Parent/guardian photo identification - (Parent identification will be verified with the birth certificate). Proof of custody or guardianship will be required if not the birth parent.
4. Social Security card (Social Security card will be verified with the application)

Proof of Residency

- **Two documents** proving residency within the attendance zone - Proof of residency may be established with (1) a copy of the property deed, mortgage or a currently monthly mortgage statement, or a current, unexpired lease and (2) a current utility statement - gas, water or electric only.

Appendix - Relevant References and Examples

1.

Georgia Weighted Lottery Provisions

OCGA § 20-2-2066

Admission, enrollment, and withdrawal of students [new version adopted 2015]

(a) A local charter school shall enroll students in the following manner: (1)(A) A start-up charter school shall enroll any student who resides in the attendance zone specified in the charter and who submits a timely application as specified in the charter unless the number of applications exceeds the capacity of a program, class, grade level, or building. Except for educationally disadvantaged students who may be provided an increased chance of admission through a weighted lottery if permitted by the school's charter, all such applicants shall have an equal chance of being admitted through a random selection process unless otherwise prohibited by law; provided, however, that a start-up charter school may give enrollment preference to applicants in any one or more of the following categories in the order of priority specified in the charter: (i) A sibling of a student enrolled in the start-up charter school; (ii) A sibling of a student enrolled in another local school designated in the charter; (iii) A student whose parent or guardian is a member of the governing board of the start-up charter school or is a full-time teacher, professional, or other employee at the start-up charter school; (iv) Students matriculating from a local school designated in the charter; and (v) Children who matriculate from a pre-kindergarten program which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the school or programs which have established a partnership or cooperative efforts with the school.

OCGA § 20-2-2062 [new definition accompanying new legislation]

(4.1) "Educationally disadvantaged students" means all or a subset of the following: students who are economically disadvantaged, students with disabilities, limited English proficient students, neglected or delinquent students, and homeless students, as each such subset is defined by the State Board of Education in accordance with federal education guidelines and regulations.

2.

Georgia Department of Education website: How does a charter school lottery work?

Charter schools are required to conduct a lottery when there are more timely filed applications for admission than there are seats. The lottery must be by random selection and the results must be validated for accuracy. The results of the lottery must be made public.

3.

Charter Schools Program, Title V, Part B, Non-Regulatory Guidance, Department of Education, January 2014

E. Lottery, Recruitment, and Admissions

E-1. What is a lottery for purposes of the CSP?

A lottery is a random selection process by which applicants are admitted to the charter school. 20 U.S.C. 7221i(1)(H).

E-2. Under what circumstances must a charter school use a lottery?

A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. 20 U.S.C. 7221i(1)(H).

E-3. Are weighted lotteries permissible?

Weighted lotteries (*i.e.*, lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances.

First, weighted lotteries may be used when they are necessary to comply with title VI of the Civil Rights Act of 1964; title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law.

Second, a charter school may weight its lottery to give a slightly better chance for admission to students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions. For example, a charter school might provide each student seeking a transfer under title I with two or more chances to win the lottery, while all other students would have only one chance to win. 20 U.S.C. 7221i(1)(H).

Third, consistent with section 5204(a)(1) of the ESEA¹, a charter school may weight its lottery to give slightly better chances for admission to all or a subset of educationally disadvantaged students if State law permits the use of weighted lotteries in favor of such students. Permission could be evidenced by the fact that weighted lotteries for such students are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students. Thus, if a State's charter school law permits charter schools to give additional weight to educationally disadvantaged students (or a subset thereof), a charter school in that State could weight its lottery in favor of such students or participate in a centralized lottery for multiple public schools that is weighted in favor of such students and remain eligible for CSP funding. For the purpose of this guidance, educationally disadvantaged students are students in the categories described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. In addition, the Department strongly encourages charter schools that use weighted lotteries to do so as part of a broader strategy that includes fulfillment of their existing responsibilities related to outreach, recruitment, and retention for all students, including educationally disadvantaged students.

E-3a. May existing grantees weight, or allow charter schools in the State to weight, their lotteries under the circumstances described in E-3?

An existing grantee that wishes to use, or allow charter schools receiving CSP funds to use, weighted lotteries under the circumstances in E-3 must seek approval from the Department to do so by amending its grant application. Requests for approval to use weighted lotteries should be submitted to the Department and include the following:

¹ Section 5204(a)(1) of the ESEA is the provision of the CSP statute regarding selection criteria for State educational agencies that focuses on the contribution that the CSP will make to assisting educationally disadvantaged and other students in meeting State academic content and achievement standards.

- 1) Information concerning the circumstances in which a weighted lottery would be used, including the specific categories of students the weighted lottery would favor;
- 2) Evidence that –
 - a) When seeking approval to use weighted lotteries under the first circumstance in E-3, the use of weighted lotteries is necessary to comply with Federal or State law; or
 - b) When seeking approval to use weighted lotteries under the second or third circumstances in E-3, State law permits such use, which could be evidenced by the fact that weighted lotteries for such students are expressly permitted under the State charter school law, a State regulation, or a written State policy consistent with the State charter school law or regulation, or, in the absence of express authorization, confirmation from the State's Attorney General, in writing, that State law permits the use of weighted lotteries in favor of such students;
- 3) Information concerning the mechanisms that exist (if any) for an oversight entity (e.g., the SEA or an authorized public chartering agency) to review, approve, or monitor specific lottery practices, including establishment of weight amounts if applicable;
- 4) Information concerning how the use of a weighted lottery for a permitted purpose is within the scope and objectives of the approved project; and
- 5) Information concerning the amount or range of lottery weights that will be employed or permitted and the rationale for these weights.

An applicant for future CSP competitions that wishes to use a weighted lottery should provide the pertinent information about its proposed lottery in its grant application.

E-4. May a charter school exempt certain categories of applicants from the lottery and admit them automatically?

A charter school that is oversubscribed and, consequently, must use a lottery, generally must include in that lottery all eligible applicants for admission. A charter school may exempt from the lottery only those students who are deemed to have been admitted to the charter school already and, therefore, do not need to reapply.

Specifically, the following categories of applicants may be exempted from the lottery on this basis:

- a) Students who are enrolled in a public school at the time it is converted into a public charter school;
- b) Students who are eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school;
- c) Siblings of students already admitted to or attending the same charter school;
- d) Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment); and
- e) Children of employees in a work-site charter school, (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment).

When recruiting students, charter schools should target all segments of the parent community. A charter school must recruit in a manner that does not discriminate against students of a particular race, color, national origin

(including English language learners), religion, or sex, or against students with disabilities; in order to meet this goal, charter schools should consider additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school. 20 U.S.C. 7221b(b)(3)(I) and 7221i(1)(E), (G), and (H).

E-5. May a charter school create separate lottery pools for girls and boys, in order to ensure that it has a reasonably equal gender balance?

No, a charter school receiving CSP funds must hold one lottery that provides qualified students with an equal opportunity to attend the school. Therefore, a charter school receiving funds under the program is precluded from holding separate lotteries for boys and girls. Nor may a school weight its lottery in favor of one gender over another. A school seeking to increase participation of one gender should do so by targeting additional recruitment efforts toward that gender. 20 U.S.C. 7221b(b)(3)(I) and 7221i(1)(H).

E-6. In addition to title V, part B, subpart 1 of the ESEA, what other statutory or regulatory authorities should a charter school receiving a CSP grant consider when developing its admissions policies?

To be eligible for CSP start-up grants, a charter school's admissions practices must comply with applicable Federal and State laws. Exemptions from the lottery specified in E-4 above are permissible only to the extent that they are consistent with the State's charter school law, other applicable State laws, the school's charter, and any applicable title VI desegregation plans or court orders requiring desegregation. A charter school's admissions practices must also comply with part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, title VI of the Civil Rights Act of 1964; section 504 of the Rehabilitation Act of 1973; and title II of the Americans with Disabilities Act of 1990, as applicable. 20 U.S.C. 7221i(1)(E), (G), (H), and (K). See also A-3.

E-7. What are a charter school's responsibilities with regard to outreach and recruitment?

Section 5203(b)(3)(I) of the ESEA requires charter school grant and subgrant recipients to inform students in the community about the charter school and to give each student "an equal opportunity to attend the charter school". Further, section 5203(b)(3)(E) of the ESEA requires charter schools receiving CSP grants or subgrants to involve parents and other members of the community in the planning, program design, and implementation of the charter school.

As noted in E-4 above, charter schools may not discriminate in recruiting. Charter schools should reach out broadly to the community, including to English language learners and students with disabilities.

E-8. May a tuition-based private preschool program that "feeds into" an elementary public charter school at the kindergarten level permit children enrolled in the preschool program to continue in the elementary program without going through a lottery process?

No. In order to qualify for funds under the CSP, a "charter school" must, in addition to meeting other requirements, be created as a public school and may not charge tuition. Therefore, the private preschool would not qualify as a charter school and would have to be operated separately from the elementary "charter school". Accordingly, all applicants to the charter school, including students attending the private preschool, would have to be selected by lottery if there are more applicants than there are spaces available. See also B-10.

However, the statute does not preclude an elementary charter school in this type of situation from holding its lottery a few years early (e.g., when students are ready to enroll in the preschool). Under this approach, the charter school would have an affirmative responsibility to inform prospective applicants that winning the lottery

does not require them to enroll in the private preschool. Thus, any child selected through the lottery would be guaranteed a slot in kindergarten a few years later, whether or not he or she enrolls in the preschool program.

Additionally, given the high mobility of children and families, schools that choose to exercise this option should ensure that families in the area, including those new to the area or that were not aware of the previous lottery are given the opportunity to apply for admission. Such admissions policies must meet the requirements of the CSP and might include holding a second lottery to fill vacancies created by normal attrition or the failure of early lottery winners to enroll in the charter school. 20 U.S.C. 7221b(b)(3)(E) and (b)(3)(I); and 7221i(1)(F) and (1)(H).

4.

Proof of Residency - Other District Examples

DeKalb County School District School Choice

- Parent's email address
- Proof of residence (provide one of the required documents) – gas, water, electric bill, mortgage/lease contract
- Affidavit on DCSD issued form (bring all documents listed for affidavit)
- Birth certificate

City Schools of Decatur

- Proof of Residency (lease, deed, payment/coupon book, property tax or settlement statement and a current utility bill)
- Birth Certificate (certified original)
- Immunization (Form 3231)
- Vision, Hearing, Dental, and Nutrition (Form 3300)
- Social Security Card
- Picture ID of guardian

THE MUSEUM SCHOOL | 2021-2022 CALENDAR

4 Independence Day
26 New Staff Orientation
27-28 Summer Institute
29-30 Pre-Planning

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

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 PL Day (No School)
17 M.L. King Day

2-4 Pre-Planning
2-3 Meet the Teacher
5 First Day of School

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				

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					

3-4 Early Release Days
14-18 Winter Break

6 Labor Day
20-24 Fall Break

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		

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		

9 6-8 Exhibit Night
10 K-5 Exhibit Night
11 PL Day (No School)

6 K-5 Exhibit Night
7 6-8 Exhibit Night
8 PL Day (No School)
28-29 Early Release Days

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						

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

22-26 November Break

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				

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				

18 K-5 Exhibit Night
19 6-8 Exhibit Night
27 Last Day of School
30 Memorial Day
31 Post-Planning

15 6-8 Exhibit Night
16 K-5 Exhibit Night
20-31 December 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	

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		

1 Post-Planning

First/Last Day of School
School Closed:
Holiday/Break
Professional Learning – No
School for Students
Exhibit Nights
Early Release Day

Daily Schedule						
Arrival: K-5: 7:30-7:45 6-8: 7:40-7:55						
Dismissal: Elem Group 1 2:56-3:04 Elem Group 2: 3:04-3:12 Elem & MG Group 3: 3:12-3:20 MG Group 4: 3:20-3:28						
Recess Zones: Gym Green Space (GG) Garden/Breezeway (GA) Upper Field (UF) Lower Field 1 (LF1) Lower Field 2 (LF2) Bridge Green Space (B) Playground (P)						
Restrooms: Kindergarten (K) 4th Grade (4) 8th/5th (5) Cafeteria (C)						
Homeroom	Morning Recess	Morning Restroom Break	Lunch	Exploratory	Afternoon Recess	Afternoon Restroom Break
Bianchi	9:00 - 9:20 GA	In Classroom RR	10:50 - 11:20 row1	1:17 - 2:02	11:25 - 11:45 LF1	In Classroom RR
Pangle	9:00 - 9:20 B	In Classroom RR	10:53 - 11:23 row2	1:17 - 2:02	11:28 - 11:48 LF2	In Classroom RR
Nixson	9:00 - 9:20 LF1	In Classroom RR	10:56 - 11:26 row3	1:17 - 2:02	11:31 - 11:51 GA	In Classroom RR
Jowaisas	8:20 - 8:40 GG	In Classroom RR	11:00 - 11:30 row4	1:17 - 2:02	12:20 - 12:40 UF	In Classroom RR
Earley	8:20 - 8:40 LF2	In Classroom RR	11:03 - 11:33 row5	1:17 - 2:02	12:20 - 12:40 B	In Classroom RR
Blake	8:20 - 8:40 UF	In Classroom RR	11:06 - 11:36 row6	1:17 - 2:02	12:20 - 12:40 GG	In Classroom RR
Hamilton	9:20 - 9:40 LF2	9:40-9:50 K	11:30 - 12:00 row1	12:24 - 1:09	2:15 - 2:35 B	1:11-1:21 K
Bennett	9:20 - 9:40 GG	9:40-9:50 4	11:33 - 12:03 row2	12:24 - 1:09	2:15 - 2:35 UF	1:11-1:21 4
Eisel-Elder	9:20 - 9:40 UF	In Classroom RR	11:36 - 12:06 row3	12:24 - 1:09	2:15 - 2:35 GG	In Classroom RR
Ford	9:40-10:00 GA	9:25-9:35 4	12:12 - 12:42 row1	2:10 - 2:55	1:45 - 2:05 LF1	1:35-1:45 4
Horsley	9:40-10:00 LF1	9:25-9:35 K	12:15 - 12:45 row2	2:10 - 2:55	1:45 - 2:05 GA	1:35-1:45 K
Armstrong	9:40-10:00 B	9:25-9:35 5	12:18 - 12:48 row3	2:10 - 2:55	1:45 - 2:05 LF2	1:35-1:45 5
Gonzalez	11:15-11:35 UF	11:05-11:15 4	11:40 - 12:10 row4	12:24 - 1:09	2:35 - 2:55 LF1	2:25-2:35 5
Hollis	11:15-11:35 GG	11:05-11:15 K	11:40 - 12:10 row5	12:24 - 1:09	2:35 - 2:55 UF	2:25-2:35 4
O'Malley	11:15-11:35 B	11:05-11:15 5	11:40 - 12:10 row6	12:24 - 1:09	2:35 - 2:55 GG	2:25-2:35 C
Marsh	9:40-10:00 LF2	10:50-11:00 5	12:15 - 12:45 row4	2:10 - 2:55	11:50 - 12:10 LF1	1:57-2:07 4
Tention	9:40-10:00 GG	10:50-11:00 4	12:15 - 12:45 row5	2:10 - 2:55	11:50 - 12:10 GA	1:57-2:07 K
Niemeyer	9:40-10:00 UF	10:50-11:00 K	12:15 - 12:45 row6	2:10 - 2:55	11:50 - 12:10 LF2	1:57-2:07 5
6 th Grade	N/A	By pass only	12:50 - 1:15 rows 4-6	See Connections schedule	1:17 - 1:32 Rich- GA Peyton LF1 Alexander- LF2	By pass only
7 th Grade	N/A	By pass only	1:07 - 1:32 rows 1-3	See Connections schedule	12:50 - 1:05 Brittian- GA Thorne LF1 Earnest LF2	By pass only

8 th Grade	N/A	By pass only	1:24 - 1:49 rows 4-6	See Connections schedule	1:07 - 1:22 Lane- GG Mathews UF Gideon- B	By pass only
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*Playground - Grade levels may rotate the use of the playground during recess a class at a time.

K- 5 Exploratory Schedule							
Periods = 1 Week in Length (with the exception of the first two weeks of our January return)							
HR	Time	Week A	Week B	Week C	Week D	Week E	Week F
Bianchi (K)	1:17 – 2:02	Art	Music	PE	Language	STEM	Health
Pangle (K)	1:17 – 2:02	Music	PE	Language	STEM	Health	Art
Nixon (K)	1:17 – 2:02	PE	Language	STEM	Health	Art	Music
Earley (1st)	1:17 – 2:02	Language	STEM	Health	Art	Music	PE
Jowaisas (1st)	1:17 – 2:02	STEM	Health	Art	Music	PE	Language
Blake (1st)	1:17 – 2:02	Health	Art	Music	PE	Language	STEM
Marsh (5th)	2:10 – 2:55	Art	Music	PE	Language	STEM	Health
Tention (5th)	2:10 – 2:55	Music	PE	Language	STEM	Health	Art
Niemeyer (5th)	2:10 – 2:55	PE	Language	STEM	Health	Art	Music
Ford (3rd)	2:10 – 2:55	Language	STEM	Health	Art	Music	PE
Horsley (3rd)	2:10 – 2:55	STEM	Health	Art	Music	PE	Language
Armstrong (3rd)	2:10 – 2:55	Health	Art	Music	PE	Language	STEM
Gonzalez (4th)	12:24 – 1:09	Art	Music	PE	Language	STEM	Health
Hollis (4th)	12:24 – 1:09	Music	PE	Language	STEM	Health	Art
O'Malley (4th)	12:24 – 1:09	PE	Language	STEM	Health	Art	Music
Hamilton (2nd)	12:24 – 1:09	Language	STEM	Health	Art	Music	PE
Eisel-Elder (2nd)	12:24 – 1:09	STEM	Health	Art	Music	PE	Language
Bennett (2nd)	12:24 – 1:09	Health	Art	Music	PE	Language	STEM

*K-5 Language will be held in the homeroom classroom

**K-5 Health will be held in the Spanish/Health room

Middle Grades Connections: R = Rotating, Y= Yearlong

		6 th	6 th	6 th	7 th	7 th	7 th	8 th	8 th	8 th
1 st period	8:00 – 8:55	R	R	R	Y	Y	Y	Y	Y	Y
3 rd period	9:56 – 10:51	Y	Y	Y	-	-	-	-	-	-
4 th period	10:54 – 11:49	-	-	-	R	R	R	R	R	R

	Course Name	Teacher	Location
6 th Grade Quarterly	STEM	Aschberger	STEM Lab
	Computer Literacy	Gideon	Gideon
	Art	Flatley	Art Room
	GYST	Alexander	Alexander
6 th Grade yearlong	Musical Theater	Macquarrie/Shelton	Music Room
	Culinary Arts	Peyton	Peyton
	Orchestra	Derringer	Cafeteria/Stage
	6 th Grade Spanish	Jones	Spanish Room
	Health (1 day pull out)	Chase	Clarke
	* Master Class – ELA	S. Carter	REP Room
	* Master Class – Math	Steward	REP Room
7 th and 8 th Grade Quarterly	7 th Grade Health (built in to as a quarterly class)	Chase	Earnest
	Robotics	Aschberger	STEM Lab
	E ² (7 th Grade- 3 quarters; 8 th Grade- 4 quarters)	Jones	Thorne
	Dance	Rich	Rich
	Art	Flatley	Art Room
	7/8 GYST	Brittian	Brittian
	7 th Grade Spanish (3 quarters due to Health)	King	Spanish Room
	Drama (7 th Grade - 3 quarters; 8 th Grade - 4 quarters)	Shelton	Gideon
	8 th Grade Orchestra (all 4 quarters)	Derringer	Cafeteria/Stage
	Coding	Mathews	Mathews
	Genealogy	Standard	Standard
	Yoga	D. Carter	Carter
	Cinematic Elements	Lane	Lane
	* Master Class – ELA	S. Carter	REP Room
	* Master Class – Math	Steward	REP Room
7 th and 8 th Grade	8 th Grade Health (1 day pull out)	Chase	Lane
	STEM	Earnest	Earnest
	Environmental Ed.	Clarke	Clarke
	E ²	Jones	Standard

Yearlong	Chorus	Macquarrie	Music Room
	7th Grade Orchestra	Derringer	Cafeteria/Stage
	Spanish I	King	Spanish Room
	Yearbook	Thorne	Thorne
	* Master Class – ELA	S. Carter	REP Room
	* Master Class – Math	Steward	REP Room

* For students who qualify based on MAP, Milestones, and/or rubric data

6th Grade rotate classes by HR	Rich	Peyton	Alexander
7:30 – 7:55	Arrival		
8:00 – 8:55	Rotating Connections		
8:58 – 9:53	Math (ESE)	ELA (REP)	Sci
9:56 – 10:51	Yearlong Connections		
10:54 – 11:49	SS (ESE)	Sci	ELA
11:52 – 12:47	Sci (ESE)	Math (REP)	SS
12:50 – 1:49	Lunch (12:50-1:15) + Recess (1:17-1:32) + Homeroom (1:34-1:49)		
1:53 – 2:48	ELA (ESE)	SS	Math
2:51 – 3:15	Intervention (3), Advisory (1), House (1)		
3:15	6th & 7th Grade Dismissal		
3:20	8th Grade Dismissal		

7th Grade rotate classes by HR	Thorne	Brittian	Earnest
7:30 – 7:55	Arrival		
8:00 – 8:55	Yearlong Connections		
8:58 – 9:53	Math	ELA (REP)	SS (ESE)
9:56 – 10:51	SS	Sci	ELA (ESE)
10:54 – 11:49	Rotating Connections		
11:52 – 12:47	ELA	Math (REP)	Sci (ESE)
12:50 – 1:49	7th: Recess (12:50-1:05) + Lunch (1:07-1:32) + Homeroom (1:34-1:49)		

1:53 – 2:48	Sci	SS	Math (ESE)
2:51 – 3:15	Intervention(3)/Advisory (1)/Houses (1)		
3:15	6th & 7th Grade Dismissal		
3:20	8th Grade Dismissal		

8th Grade rotate classes by HR	Mathews	Gideon	Standard
7:30 – 7:55	Arrival		
8:00 – 8:55	Yearlong Connections		
8:58 – 9:53	SS	Math (REP)	ELA (ESE)
9:56 – 10:51	Science	SS	Math (ESE)
10:54 – 11:49	Rotating Connections		
11:52 – 12:47	ELA	Science	SS (ESE)
12:50 – 1:49	8th: Homeroom (12:50-1:05) + Recess (1:07-1:22) + Lunch (1:24-1:49)		
1:53 – 2:48	Coordinate Algebra	ELA (REP)	Science (ESE)
2:51 – 3:15	Intervention(3)/Advisory (1)/Houses (1)		
3:15	6th & 7th Grade Dismissal		
3:20	8th Grade Dismissal		

6th gr HR classes: Rich , Alexander , Peyton

- Clarke MG Locker Hallway AM & PM

7th gr HR classes: Brittian, Earnest, Thorne

- Carter MG Hallway AM & PM

8th gr HR classes: Mathews, Gideon, Standard

- Lane Bridge AM & PM

Exploratory Teacher Schedule

7:30 – 8:00	Planning
8:00 – 8:55	6 th Grade Rotation, 7/8 th Grade Rotating Yearlong Connections
8:55 – 9:53	Planning

9:56 -10:51	6 th Yearlong Connections
10:54 – 11:49	7/8 th Rotating Connections
11:52 – 12:22	Lunch
12:24 – 1:09	2nd grade and 4th grade
1:17 – 2:02	Kindergarten and 1 st grade
2:10 – 2:55	3rd grade and 5th grade
2:55 – 3:05	Walk students to homerooms

The Museum School of Avondale Estates

K-5 Curriculum Map

	A Day in the Life	Take a Walk on the Wild Side	Our World	Moving Along
Kindergarten	...of Me and My Community! <ul style="list-style-type: none"> All About Me (SKL2c) My Community (SSKG1) (SSKE1,2) Good Citizens (SSKCG1) (SSKCG2) 	Into the Wild! <ul style="list-style-type: none"> Animals (SKL1a,b,c) (SKL2a,d) Living & Non-Living (SKL1a, b) 	In Your Backyard <ul style="list-style-type: none"> Plants (SKL2b) (SKL1c) Rocks and Soil (SKE2 a,b,c) Day and Night (SKE1a,b) Gravity (SKP2) Motion (SKP2a, b) 	Let's Travel! <ul style="list-style-type: none"> American Symbols (SSKH2) Maps and Globes (SSKG2) Where I Live (SSKG3) Purpose of Money (SSKE2,3,4)
1st Gradeof a Scientist! <ul style="list-style-type: none"> Investigation light and sound (S1P1) Investigate magnets (S1P2) <p>*Investigate weather patterns (S1E1) all year</p>	Our Wondrous World <ul style="list-style-type: none"> The Earth's Topography –oceans, continents, and landforms (SS1G3) Identify global address (SS1G2) Investigate basic needs of animals and plants(S1L1) <p>*Investigate weather patterns (S1E1) all year</p>	America the Beautiful <ul style="list-style-type: none"> Historical Figures in American History (SS1H1) The influence each Historical Figure made during his/her time (SS1G1 and SS1H1) Character traits displayed by each Historical Figure (SS1CG1) "America" and "America The Beautiful": What They Mean (SS1CG2) <p>*Investigate weather patterns (S1E1) all year</p>	Money on the Move <ul style="list-style-type: none"> Goods and Services (SS1E1) Scarcity (SS1E2) Producing and Consuming (SS1E3) Saving and Spending (SS1E4) <p>*Investigate weather patterns (S1E1) all year</p>
2nd Grade	...of a Georgian <ul style="list-style-type: none"> Georgia Natives (SS2H2) Historical Georgians (SS2H1, SS2G2) Citizenship Traits (SS2CG3) Georgia Government (SS2CG1, SS2CG2) Georgian Goods (SS2E2) Ongoing Economic Understandings (SS2E1, SS2E2, SS2E3, SS2E4) 	I'm In Motion! <ul style="list-style-type: none"> Identify matter and describe using physical properties (S2P1) Reversible and irreversible changes (S2P1) Explore push/pull and the effects of changing speed/direction (S2P2) 	Look Outside Your Window! <ul style="list-style-type: none"> Observe patterns in night sky - moon phases (S2E2) Day and Night/Changes in Seasons (S2E2) Sun and Earth Patterns (S2E2) Star size and brightness (S2E1) Shadows (S2E2) 	Circle of Life: Life Cycles <ul style="list-style-type: none"> Sequence of life cycle of common animals (S2L1) Investigate Life Cycle of Plants (S2L1) Seed dispersal and pollination (S2L1) Changes/effects on the environment (S2E3) Georgia Regions and Rivers (SS2G1)

The Museum School of Avondale Estates

K-5 Curriculum Map

3rd Grade	...of a Native American & an European Explorer <ul style="list-style-type: none"> Map Skills (SS3G1, SS3G2) American Indians (SS3H1, SS3G3) European Exploration (SS3H2, SS3G3) 	Rock On <ul style="list-style-type: none"> Rocks and Soils (S3E1) Fossils (S3E2) Heat (S3P1) 	A Whole New World <ul style="list-style-type: none"> Colonial America (SS3H3, SS3G3) Democracy (SS3CG1, SS3CG2, SS3E2) Economics (SS3E1, SS3E3, SS3E4) 	(Creep/Crawl/Slither/Fly) Across GA <ul style="list-style-type: none"> Pollution and Conservation (S3L2) GA Regions- Animals, Plants, and Habitats (S3L1)
4th Grade	...of a Revolutionary <ul style="list-style-type: none"> American Revolution Revolutionary America and its new identity (SS4H4) (SS4H5) (SS4CG1) (SS4CG3) Constitutional convention and Articles of Confederation 	Living in Our World and Galaxy <ul style="list-style-type: none"> Foodwebs and adaptation (S4L2) The relationship between living things and their environs (S4L1) man-made features' impact on ecosystem (SS4G1) Weather systems and how they move (S4E4) (S4E3) Weather and its impact (S4P3) Simple Machines Sun, moon, stars (S4E1) (S4E2) 8 planets (S4E1) Light and sound (S4P1) (S4P2) 	Our World Our Nation <ul style="list-style-type: none"> Creating a Government ((SS4CG1) (SS4CG3) Challenges of a New Nation & The War of 1812 (SS4H5) Westward Expansion (SS4H3) 	Moving Across America <ul style="list-style-type: none"> Abolition & Suffrage (SS4H6) (SS4H7) Civil War (SS4H5) Reconstruction (SS4H6)
5th Grade	... A Turn of the Century Immigrant <ul style="list-style-type: none"> Citizenship (5CG1-3) Economics (5E1-4) Turn of the Century (5H1, 5G1, 5G2b) WWI and Post World War I (5H2) Great Depression and New Deal (5H3) 	Exploring Big and Small <ul style="list-style-type: none"> Constructive and destructive forces (5E1) Classifying Organisms (5L1) Cells (5L3) Microorganisms (5L2, 4) 	America and the Modern World <ul style="list-style-type: none"> World War II (5H4) The Cold War (5H5) America Since 1950 (5H6, 7) 	It's Electric! Technology and the modern world <ul style="list-style-type: none"> Electricity and magnetism (5P2-3) Physical and Chemical changes (5P1) Inventions (5H1) Modern life and tech (5H7)

	“A Day in the Life...”	“Walk on the Wild Side”	“Our World...”	“Moving Along...”
6th Grade Science	<p>An Astronomer Formation and Position of the Solar System (S6E1)</p> <p>Characteristics of Planets (S6E1)</p> <p>Gravity's role (S6E1)</p> <p>Comets, Asteroids, and Meteoroids. (S6E1)</p> <p>Earth, Sun, and Moon (S6E2)</p>	<p>Hydrology/Weather Hydrological Cycle (S6E3)</p> <p>Land, water, and climate (S6E4)</p> <p>Heating of land and water (S6E4)</p> <p>Air pressure, weather fronts, air masses (S6E5)</p> <p>Layers of the Atmosphere (S6E5)</p>	<p>Geology Composition of Earth and rocks. (S6E5)</p> <p>Formation of the Earth's surface (S6E5)</p> <p>Types of rocks and minerals (S6E5)</p> <p>Natural processes and human impact on geological features (S6E5)</p>	<p>Ocean/Natural Resources Renewable and nonrenewable resources (S6E6)</p> <p>Natural Resource conservation (S6E6)</p> <p>Rise in global temperatures (S6E6)</p> <p>Composition and location of Earth's Oceans (S6E3)</p> <p>Waves, Currents, and Tides (S6E3)</p>
6th Grade Social Studies	<p>Europe Physical Europe (SS6H7,8,9)</p> <p>European governments (SS6CG3)</p> <p>Europe's economy and trade (SS6E7,8,9)</p> <p>Cultural Europe (SS6H10)</p> <p>European History (SS6H3)</p> <p>Europe in the 20st cent. (SS6H7)</p>	<p>Latin America Physical Latin America (SS6G1, 3)</p> <p>Latin American environment (SS6G2)</p> <p>Latin American governments (SS6CG1)</p> <p>Latin American economy and trade (SS6E1-4)</p> <p>Latin America's cultural (SS6G4)</p> <p>Latin America and the Caribbean in</p>	<p>Canada Physical Canada (SS6G4, 5)</p> <p>Canadian environment (SS6G6)</p> <p>Canadian government (SS6CG1)</p> <p>Canada's economy and trade (SS6E4)</p> <p>Contemporary Canada (SS6H2)</p>	<p>Australia Australia's physical geography and climate (SS6G11, 12)</p> <p>Australian government (SS6CG4)</p> <p>Australia's economy and trade (SS6E10,11,12)</p> <p>European influence (SS6H4)</p>

The Museum School of Avondale Estates

6-8 Curriculum Map

		the History century (SS6H1, 2, 3)		
7th Grade Science	<p>Life Science and Cells Cell structures and functions (S7E2)</p> <p>Organization of an Organism (S7E2)</p> <p>Human Body Systems (S7E2)</p>	<p>Genetics Inheriting biological traits (S7L3)</p> <p>Predicting traits (S7L3)</p> <p>Asexual and sexual reproduction (S7L3)</p> <ul style="list-style-type: none"> • Selective Breeding (S7L3) 	<p>Evolution & Taxonomy Natural Selection leading to changes in successive generations (S7L5)</p> <p>Fossil Record as evidence for Evolution (S7L5)</p> <p>Compare and contrast organisms from the 6 Kingdoms (S7L1)</p>	<p>Ecology Interactions of organisms and their environment (S7L4)</p> <p>Cycling of matter and flow of Energy in an Ecosystem (S7L4)</p> <p>External factors impact on populations (S7L4)</p> <p>Terrestrial and Aquatic Biomes (S7L4)</p>
7th Grade Social Studies	<p>Southern and Eastern Asia</p> <p>Themes of Geography</p> <p>Location SS7G9</p> <p>Location/trade/environmental IMPACT SS7G11 SS7G10</p> <p>Culture/ Religions SS7G12</p> <p>Continuity/ Change SS7H3</p>	<p>Government SS7CG4</p> <p>Economics/ Trade SS7E7 SS7E8 SS7E9</p> <p>Southwest Asia: Middle East</p> <p>Location (countries/ physical features) SS7G5</p> <p>Location/ Climate IMPACT SS7G7 Environmental IMPACT</p>	<p>Southwest Asia: Middle East</p> <p>Government SS7CG3</p> <p>Economics/ Trade SS7E4 SS7E5 SS7E6</p> <p>Africa</p> <p>Location SS7G1</p> <p>Location/trade/environmental IMPACT SS7G2 SS7G3</p>	<p>Africa</p> <p>Government SS7CG1 SS7CG2</p> <p>Economics/ Trade SS7E1 SS7E2 SS7E3</p> <p>Money Management SS7E10</p>

		<p>SS7G6</p> <p>Culture/ Religions SS7G8</p> <p>Continuity/ Change SS7H2</p>	<p>Culture/ Religions SS7G4</p> <p>Continuity/ Change SS7H1</p>	
<p>8th Grade Science</p>	<p>Matter and Energy Atoms and molecules (S8P1)</p> <p>Law of Conservation of Matter - Balancing Chemical equations (S8P1)</p> <p>Pure substances and mixtures(S8P1)</p> <p>Patterns of the Periodic Table (S8P1)</p> <p>Movement of particles in solids, liquids, and gases (S8P1)</p> <p>Chemical and physical properties of matter (S8P1)</p> <p>Kinetic vs Potential energy (S8P2)</p> <p>Effects of heat transfer of molecular motion(S8P2)</p>	<p>Motion Balanced and unbalanced forces and Newton's Laws of Motion (S8P3)</p> <p>Cause and effect relationships between force, mass, and motion of objects (S8P3)</p>	<p>Electromagnetics and the Wave The electromagnetic spectrum and how it relates to energy (S8P4)</p> <p>Compare and contrast electromagnetic and mechanical waves (S8P4)</p> <p>How light and sound waves are affected by different media (S8P4)</p> <p>Relationship between wave properties and energy (S8P4)</p>	<p>Forces Gravity, electricity and magnetism as forces (S8P5)</p> <p>Conductors and insulators (S8P5)</p> <p>Factors that affects the strength of forces (S8P5)</p>

8th Grade Social Studies	The Foundations of Georgia and the US Native Americans in Georgia (SS8H1) Georgia's physical features (SS8G1) Georgia's roles in historical national politics (SS8H3-5) Geography and Climate (SS8G1) Prehistoric and Early Georgia (Colonial) (SS8H1) (SS8H2) Revolution and New Government Georgia Economy (SS8E1)	Westward Expansion and National Division Exploration and colonization (SS8H1) (SS8H2) (SS8G1) Civil War and Reconstruction (SS8H6) (SS8E2) Westward Expansion (SS8H4) Civil War and Reconstruction (SS8H5) (SS8H6)	A New and Modernizing Georgia Georgia at the turn of the century (SS8H7) State economy (SSG3) World War I (SS8H8) World War II (SS8H9) New South Growing Georgia through World War II (SS8H7) (SS8H8) (SS8H8) (SS8H9) (SS8H10) Modern Economy (SS8E2)	Maintaining Modern Georgia Civil Rights in Georgia (SS8H11) Government branches (SS8CG1-4) Local and state govt. (SS8CG6) Juvenile Justice (SS8CG5) Modern Georgia (SS8H12) Personal Money Management (SS8E3)
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K-8 Suggested Scope and Sequence 2020-2021

KINDERGARTEN			
	Reading	Writing	Phonics
September	<i>We Are Readers</i> (Book 1)	<i>Launching Writing Workshop</i> (Book 1, Bends I-II)	<i>Making Friends with Letters</i> (Book 1)
October/ November	Emergent Reading: Looking Closely at Familiar Texts (If... Then...)	<i>Show and Tell</i> (Stand-Alone Unit)	Extra time for... -Phonological Awareness -letter learning
November/ December	<i>Super Powers</i> (Book 2)	<i>Launching Writing Workshop</i> (Book 1, Bend III) AND <i>Writing For Readers</i> (Book 2)	<i>Word Scientists</i> (Book 2)
January/ February	<i>Bigger Books, Bigger Reading Muscles</i> (Book 3)	<i>How-To Books</i> (Book 3)	<i>Word-Part Power</i> (Book 3)
February/ March	<i>Becoming Avid Readers</i> (Book 4)	<i>Persuasive Writing of All Kinds</i> (Book 4)	
March/April	Growing Expertise in Little Books (If... Then...)	<i>All About Books</i> (If... Then...)	<i>Vowel Power</i> (Book 4)
May/June	Giving the Gift of Reading (Curricular Calendar)	<i>Crafting True Stories</i> (Curricular Calendar)	<i>Playing with Phonics</i> (Book 5)

FIRST GRADE			
	Reading	Writing	Phonics
September	<i>Avid Readers</i> (Grade K, Book 4)	<i>Small Moments</i> (Book 1)	<i>Playing with Phonics</i> (Grade K, Book 5)
October/ November	<i>Building Good Reading Habits</i> (Book 1)	Writing How-To Books (If... Then...) OR <i>How-To Books</i> (Kindergarten, Book 3)	<i>Talking and Thinking About Letters</i> (Book 1)
December/ January	<i>Word Detectives</i> (Stand-Alone Book)	<i>Persuasive Writing of All Kinds</i> (Grade K, Book 4)	<i>Mystery of the Silent E</i> (Book 2)
January/ February	<i>Learning About the World</i> (Book 2)	<i>Nonfiction Chapter Books</i> (Book 2)	<i>Tip to Tail</i> (Book 3)
March/April	<i>Readers Have Big Jobs To Do</i> (Book 3)	<i>Reviews</i> (Book 3)	<i>Word Builders</i> (Book 4)
April/May	<i>Meeting Characters and Learning Lessons</i> (Book 4)	<i>From Scenes to Series</i> (Book 4)	
May/June			<i>Marvelous Bloopers</i> (Book 5)
June	Reading Non-Fiction Cover to Cover (If... Then...)	Independent Writing Projects (If... Then...)	

SECOND GRADE			
	Reading	Writing	Phonics
September/ October	<i>Meeting Characters and Learning Lessons</i> (Grade 1, Book 4)	<i>Small Moments</i> (Grade 1, Book 1) OR <i>From Scenes to Series</i> (Grade 1, Book 4)	<i>Growing into Second Grade Phonics</i> (Book 1)
November/ December	<i>Growing Word Solving Muscles</i> (Curricular Calendar) <i>Second Grade Reading Growth spurts</i> (Book 1)	<i>Poetry: Big Thoughts in Small Packages</i> (Book 4)	<i>Marvellous Bloopers</i> (Grade 1, Book 5)
January/ February	<i>Becoming Experts</i> (Book 2)	<i>How To Guide for Nonfiction Writing</i> (Stand-Alone Book)	<i>Big Words Take Big Resolve</i> (Book 2)
February/ March	<i>Bigger Books Mean Amping Up Reading Power</i> (Book 3)	<i>Lessons from the Masters</i> (Books 1)	
March/April			<i>Word Builders: Construction, Demolition, and Vowel Power</i> (Book 3)
April/May	<i>Series Book Clubs</i> (Book 4)	<i>Writing About Reading</i> (Book 3)	
May/June			<i>Word Collectors</i> (Book 4)
June	<i>Reading Nonfiction Cover to Cover (If... Then...)</i>	<i>Nonfiction Writing Projects</i> (Curricular Calendar)	

THIRD GRADE		
	Reading	Writing
September/ October	<i>Building a Reading Life</i> (Book 1) OR Series (Choose between Grade 3 Series Curricular Calendar or Grade 2, Book 4)	<i>Crafting True Stories</i> (Book 1) (with supports for keeping kids in folders/booklets)
October/ November	<i>Reading to Learn</i> (Book 2) (with added work on central idea and narrative nonfiction)	<i>Art of Information Writing</i> (Book 2)
November/ December	Mystery: Foundational Skills in Disguise (Stand-Alone Unit) OR Series (Curricular Calendar) (You might choose the Series unit if kids are reading below-benchmark levels.)	<i>Changing the World</i> (Book 3) (with an increased emphasis on argument work)
January/ February	<i>Character Studies</i> (Book 3)	Baby Literary Essay (Curricular Calendar)
February/ March	<i>Research Clubs: Elephants, Penguins, and Frogs, Oh My!</i> (Book 4)	Writing About Research (Curricular Calendar)
March/April	Test Prep (or Design Your Own Unit)	Test Prep (or Design Your Own Unit)
May/June	Social Issues Book Clubs (Curricular Calendar) OR Mystery: Foundational Skills in Disguise (Stand-Alone Unit)	<i>Once Upon a Time: Adapting and Writing Fairy Tales</i> (Book 4)

FOURTH GRADE		
	Reading	Writing
September/ October	<i>Interpreting Characters</i> (Book 1) OR Up the Ladder Reading: Fiction (Stand-Alone Unit)	<i>Arc of Story: Writing Realistic Fiction</i> (Book 1) OR Up the Ladder Writing: Narrative (Separate Kit)
October/ November	<i>Reading the Weather, Reading the World</i> (Book 2) OR Up the Ladder Reading: Nonfiction (Stand-Alone Unit)	<i>Boxes and Bullets: Personal and Persuasive Essay</i> (Book 2) OR Up the Ladder Writing: Opinion (Separate kit)
November/ December	Detail and Synthesis (Curricular Calendar)	<i>Literary Essay: Writing about Fiction</i> (Book 4)
January/ February	Reading for Life (Curricular Calendar) OR <i>Reading History</i> (Book 3)	Notebooks to Projects (Curricular Calendar) OR <i>Bringing History to Life</i> (Book 3)
February/ March	<i>Historical Fiction Clubs</i> (Book 4)	Historical Fiction Writing (Curricular Calendar) OR <i>Arc of Story: Writing Realistic Fiction</i> (Book 1)
March/April	Test Prep (or Design Your Own Unit)	Test Prep (or Design Your Own Unit)
May/June	Power and Perspective (Curricular Calendar) OR <i>Reading History</i> (Book 3)	Graphic Novels (Curricular Calendar) OR <i>Bringing History to Life</i> (Book 3)

FIFTH GRADE		
	Reading	Writing
September/ October	Maintaining an Independent Reading Life (Curricular Calendar) OR Up the Ladder Reading: Fiction (Stand-Alone Unit)	<i>Narrative Craft</i> (Book 1) OR Up the Ladder Writing: Narrative (Separate Kit)
October/ November	<i>Tackling Complexity: Moving Up Levels of Nonfiction</i> (Book 2)	Journalism (Curricular Calendar) OR Up the Ladder Writing: Information (Separate Kit)
November/ December	<i>Interpretation Book Clubs</i> (Book 1)	Literary Essay: Opening Texts and Seeing More (Stand-Alone Unit)
January/ February	<i>Argument and Advocacy</i> (Book 3)	<i>Research-Based Argument Essay</i> (Book 4)
February/ March	<i>Fantasy Book Clubs: The Magic of Themes and Symbols</i> (Book 4)	Graphic Novels (Curricular Calendar) OR Fantasy Writing (Curricular Calendar)
March/April	Test Prep (or Design Your Own Unit)	Test Prep (or Design Your Own Unit)
May/June	Reading in the Content Area: The Civil Rights Movement (Curricular Calendar)	<i>Lens of History: Research Reports</i> (Book 2) OR <i>Memoir</i> (Book 3)

5th grade teachers may choose to teach Up the Ladder Reading: Nonfiction in place of *Tackling Complexity* as their Unit 2

SIXTH GRADE		
- For Schools with 8-10 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i>)
October/ November	<i>A Deep Study of Character</i> (Book) OR <i>*Up the Ladder Fiction Reading</i> (Book)	<i>Personal Narrative: Crafting Powerful Life Stories</i> (Book 1)
December/ January	<i>Tapping the Power of Nonfiction</i> (Book) OR <i>*Up the Ladder Nonfiction</i> (Book)	<i>Research Based Information Writing</i> (Book 3) (see User's Guide for Argument Bend)
February/ March	<i>Social Issues Book Clubs: Reading for Empathy and Advocacy</i> (Book)	<i>The Literary Essay: From Character to Compare/Contrast</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/June	Fantasy Book Clubs (Curricular Calendar)	Fantasy Writing (If... Then...) OR Graphic Novels (Curricular Calendar)

*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.

SIXTH GRADE		
- For Schools with 5-7 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i>)
October		<i>Personal Narrative: Crafting Powerful Life Stories</i> (Book 1)
November	<i>A Deep Study of Character</i> (Book) OR <i>*Up the Ladder Reading: Fiction</i> (Book)	
December	<i>Tapping the Power of Nonfiction</i> (Book)	
January		<i>Research Based Information Writing</i> (Book 3) (see User's Guide for Argument Bend)
February	<i>Social Issues Book Clubs: Reading for Empathy and Advocacy</i> (Book)	
March		<i>The Literary Essay: From Character to Compare/Contrast</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May	Fantasy Book Clubs (Curricular Calendar or <i>Help Desk Book</i>)	
June		Fantasy Writing (If... Then...) OR Graphic Novels (Curricular Calendar)

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SEVENTH GRADE		
- For Schools with 8-10 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i>)
October/ November	<i>Investigating Characterization: Author Study Book Clubs</i> (Book) OR <i>*Deep Study of Character</i> (Book with new texts inserted, Heinemann Online Resources)	<i>Realistic Fiction: Symbolism, Syntax, and Truth</i> (Book 1)
December/ January	<i>Essential Research Skills for Teens</i> (Book) OR <i>*Tapping the Power of Nonfiction</i> (Book with new texts inserted, Heinemann Online Resources)	<i>The Art of Argument</i> (Book 3)
February/ March	<i>Historical Fiction and Nonfiction Book Clubs</i> (Book)	<i>Writing About Reading</i> (Book 2) OR Historical Fiction (If... Then...)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/ June	How to Eat a Poem: Analyzing Craft and Structure (Curricular Calendar)	Poetry: Immersion and Innovation (If... Then...)

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SEVENTH GRADE		
- For Schools with 5-7 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i>)
October		<i>Realistic Fiction</i> (Book 1)
November	<i>Investigating Characterization: Author Study Book Clubs</i> (Book) OR <i>*Deep Study of Character</i> (Book with new texts inserted, Heinemann Online Resources)	
December	<i>Essential Research Skills for Teens</i> (Book) OR <i>*Tapping the Power of Nonfiction</i> (Book with new texts inserted, Heinemann Online Resources)	
January		<i>The Art of Argument</i> (Book 3)
February	<i>Historical Fiction and Nonfiction Book Clubs</i> (Book)	
March		Historical Fiction: Weaving Together Fact and Fiction (<i>If... Then...</i>) OR <i>Writing About Reading: From Readers Notebooks to Companion Books</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/June	How to Eat a Poem: Analyzing Craft and Structure (Curricular Calendar) and <i>Poetry: Immersion and Innovation</i> (<i>If... Then...</i>)	

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EIGHTH GRADE		
- For Schools with 8-10 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i>)
October/ November	<i>Dystopian Book Clubs</i> (Book)	Writing Memoir (Curricular Calendar)
December/ January	<i>Essential Research Skills for Teens</i> (Book)	<i>Position Papers: Research and Argument</i> (Book 3)
February/ March	<i>Critical Literacy: Unlocking Contemporary Fiction</i> (Book)	<i>The Literary Essay: Analyzing Craft and Theme</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May/June	<i>Literary Nonfiction</i> (Book)	<i>Investigative Journalism</i> (Book 1) OR <i>Poetry: Immersion and Innovation</i> (If... Then...)

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EIGHTH GRADE		
- For Schools with 5-7 periods of ELA per week -		
	Reading	Writing
September	Getting Back into Independent Reading and Building a Vibrant Reading Life (Curricular Calendar and <i>Guide to Reading Workshop</i> online resources)	Restarting a Writing Life - From Notebooks to Independent Projects (Curricular Calendar and online resources to <i>Guide to Writing Workshop</i>)
October		Memoir (Curricular Calendar)
November	<i>Dystopian Book Clubs</i> (Book)	
December	<i>Essential Research Skills for Teens</i> (Book)	
January		<i>Position Papers: Research and Argument</i> (Book 3)
February	<i>Critical Literacy: Unlocking Contemporary Fiction</i> (Book)	
March		<i>The Literary Essay: Analyzing Craft and Theme</i> (Book 2)
April	Test Prep / Passion Projects	Test Prep / Passion Projects
May	Literary Nonfiction (Book)	
June		<i>Investigative Journalism</i> (Book 1) OR <i>Poetry: Immersion and Innovation</i> (If... Then...)

*For classrooms that are new to units of study, and/or where many readers read below benchmark, we have offered alternate unit choices as an accessible pathway.



2021 - 2022

Parent/Student Handbook

The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030
p. 404.289.0320

The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Dear Parents and Students:

It is with great pleasure that I welcome you to Year 12 at The Museum School!

The Museum School is a special place that values the “whole child,” placing significant emphasis on the development of our students’ character in addition to their academic development. Our six core values are obvious throughout the school but especially within our interactions and relationships. We are grateful that you too, as parents, are able to contribute to this development.

Each member of The Museum School’s community - students, staff, parents, and surrounding community members - plays a crucial role in our school’s outstanding success. YOU are critical to our continued success and growth and we thank you. We greatly appreciate the part you play through volunteering throughout the school year and supporting school staff and programming.

I wish you and your child an enjoyable, productive, and happy school year!

Have a great 2020 - 2021 school year!

Mike Stewart
Principal

mike.stewart@themuseumschool.org

SCHOOL HOURS

Classroom and Exploratory Teachers.....7:30 am - 3:30 pm

Support Staffvaried

Teacher Assistants.....7:30 am - 3:30 pm

K-5 Students.....8:00 am – 3:00 pm

6-8 Students.....7:55 am – 3:15 pm

Aftercare & Academic Enrichment/Clubs/Activities.....Varied - 3:00 pm - 6:30 pm

SCHEDULE

7:30 am - 8:00 am.....Students Arrive

8:00 am.....School Begins

10:45 am - 1:35 pm.....Lunch

3:00 pm- 3:30 pm.....Dismissal

EDUCATIONAL OVERVIEW

Museum School Model

The Museum School partners with museums and other learning institutions to provide real-life experiences with classroom lessons. Frequent learning expeditions offer students a chance to ask questions, make observations, reflect on experiences and draw their own conclusions. Learning is student-centered and project-based. Museum learning brings a depth of understanding on subjects rather than merely asking students to memorize facts. Intensive curriculum development ensures that classroom discussions are reinforced and enhanced through interactive personal experiences.

The museum-school model fosters exploration and discovery, giving students a strong sense of autonomy, interdependence, motivation and a joy for learning. By encouraging creativity, investigation and active imaginations, our education model engages students and makes learning meaningful.

Operating as a charter school allows us to implement this unique but proven model that is aligned with Georgia Standards of Excellence yet is not available in any other Georgia public school. We believe museum learning leads to a deeper understanding of material and higher student achievement.

The museum-school model of learning is based on the idea that children learn best through personal exploration and hands-on experience. Students develop their own inquiries and identify their own questions to answer. In visiting learning institutions, such as museums, science centers and art centers, they get a real-world perspective on lessons taught in the classroom. Our particular museum-school model calls for each class to visit a museum or other learning institution roughly every other week.

Curriculum

We realize that not all children learn in the same manner and at the same pace. The Museum School's core programs require teachers to identify students' skills, interests and needs and tailor lessons to meet each child at his or her level. Students work in differentiated reading and math groups, and teachers help each child set achievement goals. These core programs strengthen students' skills and build self-confidence.

Organized into nine-week thematic units, our curriculum is interdisciplinary. Museum School faculty members work with other educational experts to develop themes and create an integrated approach to learning as lessons and ideas from one classroom subject are reinforced in other subjects and on learning expeditions.

All curriculum programs, lessons, and activities are aligned with and based on the Georgia Standards of Excellence. Along with every public school in the state, TMS follows GSE in the areas of English/Language Arts, Mathematics, Science and Social Studies.

Reader's Workshop

Reader's Workshop, taught through Lucy Calkin's Units of Study in Reading, teaches literacy through mini-lessons, partner and small-group guided reading and students practice taught reading strategies during independent and/or partner reading. Students also participate in collaborative reading opportunities such as read alouds, shared reading and book clubs in which teachers facilitate interactive discussions centered around books and stories. Students may also complete activities that support their reading fluency, accuracy, vocabulary, and comprehension by completing projects, creating story webs, participating in character studies, and more! In addition, students select their own books

based on interest and/or readiness to read individually. Reader's Workshop ends with a closure in which students and teachers share final thoughts, connections, and progress towards the day's learning goals.

Word Study

In Word Study, students tackle word knowledge, spelling, phonics, phonemic awareness and vocabulary. A word wall may list commonly used words, words with tricky spellings and vocabulary words. A word-study notebook becomes each child's own reference book, highlighting particular word patterns, such as how the letter pattern "ould" makes the similar-sounding words "should," "could" and "would." This approach is meaningful because words chosen for study often appear in students' readings.

Writer's Workshop

At The Museum School, writing is a daily activity, beginning in kindergarten and is taught through Lucy Calkins Units of Study in Writing. Fluency is built through continuous, repeated exposure to the writing process and direct instruction of writing skills through mini-lessons. Students work at their own pace as they learn and practice grade-level appropriate writing skills — from planning and writing to revision, teacher editing and grammatical instruction. As students write independently, teachers circulate throughout the room, answering questions, providing feedback and working with individuals to meet each one's needs through individual or small group conferences. Students write about their own experiences and learn to think creatively.

Writer's Workshop is integrated with other classroom topics, such as social studies and science. For example, a first-grade lesson on American folk tales may lead to a writing assignment asking students to create their own folk tale, or a fifth-grade history lesson on the Great Depression may accompany an assignment to write an essay summarizing the events of the Dust Bowl.

Students keep travel journals or field notes, to record their thoughts and experiences as they explore essential questions of each nine-week thematic unit. These journals become an insight into their minds, storing their observations, reflections, questions, drawings and imaginations.

Guided Math/Math Workshop

Museum School teachers support each child's development of math proficiency through a structure known as Guided Math/Math Workshop using the Eureka Math curriculum. Working with students in small groups gives teachers a powerful tool to reach children at all knowledge and skill levels. Teachers focus on a particular concept, strategy or skill and can re-teach, reinforce, and/or expand the lessons according to student needs.

Curriculum is differentiated for each group, and instruction is directed to meet the individual needs of students. Groups are changed weekly as skill levels progress.

Guided Math/Math Workshop is similar to Reader's Workshop:

- It provides learning opportunities to students in a short mini-lesson (a whole-group setting) and again in a small-group setting.
- Flexible small groups allow teachers to differentiate for different ability levels.
- Students experience success by gaining new understandings.

During small-group instruction with the teacher, other students review past math objectives, build reasoning skills, strengthen their math-fact fluency and incorporate technology into their math learning through independent practice/math workstations. These workstations include a wide range of activities such as independent/partner math games, math journal entries and problem-solving activities.

The Museum School uses technology to advance students' understanding of core math concepts. Students learn to use

software for organizing data and creating graphs for analysis. Additionally, the curriculum includes many activities in which learning is extended and enhanced through the use of calculators, software and the Internet.

Assessment

The Museum School's educational program is research-based and data-driven and includes a concrete measure of progress. We engage in rigorous and continual assessment of students throughout the school year using national, state and local measures. The results from these varied assessments drive professional development plans, curriculum development and pacing and influence instructional modifications, such as the incorporation of instructional assistants in high-need content areas or additional instruction in specific growth areas.

Measures of Academic Progress (MAP) is used in grades K-1 in reading and mathematics and in grades 2-8 in reading, language arts, and mathematics. This computerized, adaptive test assesses students based on their current level and provides an accurate indication of each child's instructional level. The test gives teachers a guide to each student's existing skills and growth needs.

The Georgia Department of Education, along with The Museum School, implements the Georgia Milestones Assessment System (Georgia Milestones). This system replaced the CRCT. Georgia Milestones is aligned to the Georgia Standards of Excellence (GSE) and requires more from students than the CRCT it replaced, in order to better prepare students for college and career and to provide a more realistic picture of academic progress. A major benefit of this system is that it is one consistent testing program across grades 3-12, whereas previously students took a series of individual tests. This testing system includes open-ended questions to better gauge students' content mastery. Each student's results are shared with parents so that home support can be implemented for target growth areas. Data from the Georgia Milestones will also be used to assess school-wide and grade-level-wide strengths and areas for growth. See below for more information: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Parents/16-17_Parent_Brochure.pdf

In addition, The Museum School administers standards-based formative and summative assessments throughout units to evaluate concept mastery. As with the MAP and GA Milestones, the formative and summative assessments determine instructional pacing and curriculum and shape instructional strategies for the school as a whole. Throughout the year, teachers will incorporate classroom diagnostic assessments to ensure that students' needs are aligned with instructional strategies and activities.

Grade Level	Assessment	Dates
Kindergarten – 8 th Grade	Measures of Academic Progress (MAP)	Fall Administration: Begins late August Winter Administration: Begins late November Spring Administration: Begins late April
Kindergarten	GKIDS	Ongoing
3 rd – 8 th Grade	Georgia Milestones	Mid April through Early May*

* Based on the DCSD testing calendar, dates are subject to change.

Programs and Services

Special Education

The Museum School provides special education programs utilizing a continuum of delivery models to all students who meet the eligibility requirements as mandated by federal and state laws.

The Museum School serves students who are currently enrolled in the Special Education program and implements a process to ensure all pre-identified students receive services at the school as soon as possible. In addition and in

collaboration with DeKalb County, those students in need of RTI or SST interventions or psychological evaluations are provided with the necessary resources and support. As required, all students are provided with a free appropriate public education. Students are served based on their ability and in the least restrictive environment possible.

Gifted Program

The Museum School's emphasis on project-based learning benefits all students, including those identified as gifted. Problem-solving and higher-order thinking skills are emphasized in project-based learning, which are key components in gifted education. Students take responsibility for their own learning, increasing student motivation, which is an important goal in educating gifted children. Beginning with the 2021-2022 school year all second grade students will be assessed for gifted annually. This is done to ensure that all students have had an opportunity to qualify for gifted services.

The Museum School specifically meets the needs of identified gifted learners and high achievers in compliance with state law and regulations. Gifted education is provided through approved delivery models, including resource classes taught by gifted specialists, advanced content classes, core classes taught by gifted certified teachers and collaborative instruction and planning with gifted specialists, classroom teachers, and museum school personnel.

ELL

The English Language Learner (ELL) program at The Museum School of Avondale Estates attends to the needs of our ELL students as our program continues to grow. The Museum School's goal is to improve the academic achievement of all ELL learners. The ELL teacher provides language support for the student through push-in (in classroom) and pull-out (outside of the classroom) models. The ELL teacher works with the classroom teacher to help students become more successful in the classroom.

Response to Intervention

The Museum School implements the Response to Intervention process to ensure that timely assistance is given to learners based on their needs. The RTI process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education or both.

The RTI process has the potential to limit the amount of academic failure that any student experiences and to increase the accuracy of special education evaluations. Its use could also reduce the number of children who are mistakenly identified as having learning disabilities when their learning problems are actually due to cultural differences or lack of adequate instruction. Information and data gathered by an RTI process can lead to earlier identification of children who have true disabilities and are in need of special education services.

Exploratories

Students in grades K-5 receive specialized instruction on a weekly rotating basis from certified teachers in each of the exploratory areas:

- Art
- Spanish
- Music
- PE
- STEM (Science Technology Engineering Mathematics)
- Health

In addition, students will visit the media center once a week to check out books and participate in an activity with the school's media specialist. Further, students will participate in classroom guidance lessons directed by the school counselor every 2-3 weeks.

Connections

Connections are classes that middle grades students take outside of Science, Math, Social Studies, and English Language Arts. All middle grades students will have two connections blocks each day (year-long and quarter). Connections are similar to "electives." Choices may include:

Orchestra
 Chorus & Musical Theatre
 Spanish
 Computer Literacy
 Art
 STEM
 Theatre
 Journalism
 Yearbook
 Robotics
 Environmental Education
 Mathletes
 Genius Hour

In addition, students will take one quarter of Health and will take PE one day of the week in lieu of their year-long elective.

** Students eligible for the Remediation Education Program based on Milestones scores, MAP scores, or a rubric, may receive REP services during a connections block.

CORE VALUES

The Museum School's core values are character traits expected of faculty, staff, parents and students alike, and they are woven into our everyday practices and into the curriculum.

Responsibility

The museum curriculum is designed to help students develop responsibility for their own learning. With teachers as guides, children make their own inquiries about a subject and then experiment, observe and investigate. Once they have reached conclusions, they create museum exhibits to demonstrate their knowledge in a way that teaches others.

Respect

We know that each child learns differently, and we respect that. Rather than present a fixed curriculum that may not be appropriate for some students, the museum school model integrates a myriad of learning styles and presents lessons that are appropriate for each student, all while not only meeting but exceeding Georgia Standards of Excellence.

Students learn respect through direct experience and real-world challenges. Both in the classroom and on their learning expeditions, children collaborate and communicate to achieve common goals. Long-term collaborative projects provide students the exposure and real-life opportunity to learn cooperative skills and respect for the worth of other individuals.

Cooperation

Though students form individual learning goals and plans, they also undertake group projects that require cooperation. The creation of museum exhibits spans several weeks and requires the coordinated effort of an entire class. Additionally, the workshop model employs cooperative learning and small-group instruction on a daily basis. These real-world experiences in cooperation provide children with the skills they need to work with others throughout their lives.

Sustainability

The Museum School is dedicated to principles of sustainability – the idea that a balance exists between meeting the needs of the present and ensuring the ability of future generations to meet their own needs. Our students study and participate in environmentally sound processes throughout the school such as recycling, energy conservation and waste reduction.

Our curriculum also focuses on sustainability, particularly with those learning institutions that focus on natural science or history. Students may learn how a scientific discovery dramatically changed how people lived decades ago, and then be challenged to think about how current discoveries and innovations will change the lives of future generations. The curriculum at The Museum School is interdisciplinary by design to help children see that seemingly isolated facts and events are interconnected.

Creativity

The museum curriculum invites creativity. As a basic premise of the inquiry-based learning framework, students identify their own problems to solve and questions to answer. Teachers encourage risk-taking and innovation in guiding students' explorations and investigations. Museum learning culminates in the creation of a tool for sharing knowledge with others. Students have an opportunity to use creativity at every step of the museum process.

In addition, by providing teachers with professional development and a focus on creative lesson planning, we enable them to meet the needs of each individual student. Fostering a sense of creativity and encouraging an active imagination are the means to making learning meaningful and engaging. Transforming school from an obligatory activity to a fulfilling one is the key to giving children a lifelong love of learning.

Kindness

Being kind is a vital way of making our own lives, and the lives of others, meaningful and positive. This generosity of spirit comes alive when we give of ourselves to help others without expecting anything in return. At The Museum School, we know that concern for others is contagious: Charitable words and acts lead to new displays of kindness, perpetuating a culture of tenderness and concern for others. Every day, we see our students engage in acts of kindness toward one another, and these acts are recognized, rewarded and encouraged. Our students know that when they are kind, they brighten someone's day and bring out the best in themselves.

EXPLORERS COMMUNITY PLAN

The Explorers Community Plan is based on the daily application and demonstration of our core values by students, staff, parents, and school visitors. Students will be recognized for application of these values within the classroom and at the school level. All staff members will take an active role in modeling, demonstrating, recognizing, and applauding the application of these values. Please consider ways that you can demonstrate these values while working with your child and during school and community activities. You are the greatest role model for your child!

Each teacher has created a system within his/her classroom based on our core values. Consequences will be implemented, as needed, for students who make inappropriate choices. When a student has exhausted all of the steps on the classroom plan, he/she will be referred to the Accountability Plan. The Museum School follows and abides by

the DeKalb County School's Code of Conduct.

EXPLORER EXPECTATIONS

Explorer expectations are directly taught, modeled, practiced, and celebrated at The Museum School through Explorer tickets and Village Meetings. All staff members are encouraged to recognize students demonstrating core values verbally and through an Explorer Ticket. The following "I will" statements are reviewed and demonstrated by each teacher throughout the school year. Parents are asked to review the statements with their child(ren) and are encouraged to reinforce these same behaviors at home.

Cooperation

I will wait patiently for my turn.
 I will work quietly so we can all learn.
 I will work well in a group using kind words.
 I will show self-control with my body and words.

Creativity

I will be a problem solver by exploring and using new solutions.
 I will participate in class by sharing my ideas.
 I will be a risk taker by trying new ideas.
 I will challenge myself to think in new ways.

Kindness

I will show others I care through my words and actions.
 I will reach out to others and help them.
 I will show compassion to others.
 I will treat others the way they want to be treated.

Respect

I will use kind words.
 I will use good manners and a polite voice.
 I will listen to others when they are talking.
 I will listen to and learn from all adults.

Responsibility

I will make good choices.
 I will follow directions the first time.
 I will come to school ready to learn.
 I will use, clean up, and put away materials safely and properly.

Sustainability

I will RETHINK by using our materials wisely (reduce, reuse, recycle).
 I will look for examples of sustainability in my community.
 I will be a model for others and teach them to care for our environment.

I will use all of these core values to help me produce quality work that makes me feel proud

With these core values I will become a productive learner in our school community.

These values will help me become a contributing citizen of the world.

EXPLORERS' ACCOUNTABILITY PLAN

The school's core values of respect, responsibility, cooperation, kindness, sustainability, and creativity are modeled, demonstrated, and celebrated daily. Aligned with the core values, Explorer Expectations were created in order to provide students with specific "I will..." statements related directly to these values.

In response to behavior needs throughout the school, the Museum School staff has collaborated to revise the Explorers' Accountability Plan (K-4 and 5th grade). This plan is based on the DeKalb County School's Code of Conduct but tailored to meet the needs of our school community. The purpose of this plan is to create a clear, detailed look at specific behaviors and associated consequences. All staff members, throughout the school day, will carry out the plan. In addition, the plan strives to hold students accountable for their own behaviors and actions. By communicating expectations as well as consequences for inappropriate behaviors, we expect to develop young learners that demonstrate core values consistently but are also aware of consequences for inappropriate choices.

A separate plan, based off the Museum School's Explorer Expectations, Accountability Plan, and DeKalb County's Code of Conduct, was created for grades 6th through 8th. This plan is outlined and shared with parents and students via the Middle School Guidebook.

See Appendix A.

The students will be introduced to the plan through a school-wide assembly and thorough classroom discussions. As with all of our school programs and initiatives, your involvement and support is crucial. Thanks again for your support.

AFTERCARE PROGRAM

The Museum School of Avondale Estates is partnering with the after school program provider Connect.

The Goals of Connect

The Museum School's core values and mission are the basis of how any program should be built. Global Sport Solutions (Connect) believes we can not only build a better after school program but one that aligns with the core values and puts the family first. We have built a program that is based around human needs - Physical Health, Mental health and Spiritual health. Using our experience in health, education and administration, the Connect After School program listens to and responds to the parents, student's and school's needs.

Under this program, students of all ages are placed in an environment with a holistic approach. Using up to date research on exercise and cognition, cross lateral movements, Ball School as well as programs built around the school curriculum, offer on site management and a true partnership with the school.

This program includes:

- Daily after school programming
- School Holiday programs
- Summer Camp programs
- Special Elective Programming

Learn more about Connect at www.connectafterschool.com. Contact Connect at tms@connectafterschool.com.

ARRIVAL

The walkway and drive in front of the entrance will be used for drop-off and pick-up. It will likely take a couple of weeks for all of our parents, students, and staff to learn the arrival and dismissal system. We appreciate your patience with staff members and fellow parents during this time period. Please note that parking is very limited. Parents that wish to walk their child in should park on the street north of the gym. See below for a few tips.

- Follow the marked route for arrival/dismissal as detailed on the arrival/dismissal plan.
- Enter the drive from the west or east and exit via right turn only.
- Your child(ren) will be greeted at your car (within the unloading zone) and supervised down the sidewalk.
- **Arrival will conclude at 8:00 am. Any students arriving after 8:00 will have to be checked in by an adult.**

The TMS Before Care program starts at 7:00 am daily in the cafeteria. The daily fee is \$5. Students, outside of those attending before care, will not be permitted in the building prior to 7:30 am. There will be no staff members available to supervise students before this time. Students that arrive between 7:30 am - 7:45 am will be supervised in the cafeteria. At 7:45 am, students will be released to their classrooms.

School starts at 8:00 am, at which time students should be seated and ready for instruction. Parents are welcome to walk their children to the front door or to the classroom door. However, please say your goodbyes at the door. Having parents in the classroom when the teacher is beginning the school day can be very distracting. Also, please refrain from conversations with the teacher at this time. Conferences and conversations can always be scheduled for a time that is convenient for parent and teacher.

First Week of School note: 1st, 2nd, and 3rd grade parents, remember to say your goodbyes at the classroom door beginning on Friday. Kindergarten parents, we ask that you say your goodbyes at the classroom door starting on Tuesday morning.

Tips and Reminders:

- Students can be dropped off as early as 7:00 am for a \$5 daily fee.
- Regular morning drop off begins at 7:30 am.
- Students dropped off between 7:30 – 7:45 will wait in the cafeteria until released to their classes.
- School begins at 8:00 am, at which time students should be in their classrooms ready to begin the school day.
- Students should dress appropriately on days with inclement weather. Rain jackets and umbrellas are strongly encouraged.
- Traffic from the North and South will merge and drop-off in front of the original front entrance. Cars should merge by the first island as you approach the unloading zone.
- Cars exiting the unloading zone will make a right turn only.
- Parking is very limited. If you intend to walk your child into class, please park on the street north of the gym.
- For your child's safety, please only drop off your child in the unloading zone. Please do not, at any time, drop off your child on the street.

ATTENDANCE POLICY

The Museum School of Avondale Estates operates under the authority of the State Board of Education Rules and laws set forth in the state of Georgia.

Student attendance rates impact the school's College and Career Readiness Performance Index (CCRPI) as well as other accountability reports. Further, several goals in the school's charter relate to student absences (excused and unexcused). Punctual and regular attendance is important and expected. Regular attendance in school is the joint responsibility of the student and his/her parent(s) or guardian(s). The responsibility of our school is to provide each student with quality instruction and inform parents if their child is absent from school.

If a student must be absent, his/her parent(s) MUST notify the school's front office prior to 7:45 a.m. on the day of the absence.

Students of school age have a right to a free public school education; they have a responsibility to attend school. Regular attendance is essential if students are to benefit fully from the educational opportunities provided for them. Unless excused by the principal, students are expected to be in school on time every day. The State Legislature has

recognized the importance of regular attendance by enacting a compulsory attendance law for students under the age of 16.

This law requires parents or guardians to see that their children attend school, and it provides penalties for failure to do so. Penalties are also given to for anyone, including other students, who encourages or induces students to be absent or who employs or harbors a student who should be in school.

The school contracts with attendance officers who are authorized and required to file a petition in the Juvenile and Domestic Relations Court to obtain compliance with this law.

Definitions

Absence - A student is absent any time he or she is missing from school or from any assigned class or school activity. Absences are **unexcused** or **excused** based on the reason cited on the documentation from parents as to why the student was absent. If documentation is not submitted, the absence will be automatically labeled as unexcused and subject to sanctions.

Tardy - A student is tardy when a student arrives at an assigned place after the designated time. Repeated or habitual tardiness is an undesirable habit and is also disruptive of the orderly instructional process; therefore, teachers or principals will take corrective action.

160-5-1-.10

(a) **Tuant** – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

Truancy is a serious offense that requires stern corrective action on the part of the school and the parents.

GENERAL ATTENDANCE RULES

Any student who is tardy or who must leave school prior to regular dismissal time **MUST** check in and/or out with the front office secretary. Otherwise, the student will be considered truant.

If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from his/her principal.

Students participating in an after school or evening school-sponsored contest/event will attend school the full day in order to participate. Exceptions can only be made by the principal designee.

A student who has been absent for more than five (5) days for illness, must present a physician's statement to be readmitted to class.

A student will be marked absent for a whole day if the student is out-of-school for more than 4 hours.

EXCUSED ABSENCES

The following are considered excused absences: Illness, funeral, medical or dental appointment, instances where attendance could be hazardous as determined by DeKalb County School System, and other absences for which permission has been granted in advance.

The following, even with parental consent, are considered unexcused absences: Truancies, working, missing the bus, oversleeping, shopping, car not starting, keeping personal appointments, visiting out-of-town (unless excused prior to absence), needed at home (unless excused prior to absence), and other avoidable absences. If there is doubt about whether an absence will be considered excused or unexcused, check in advance with the building principal. No credit

will be given for work missed due to an unexcused absence. However, students must make up all work to meet their educational needs.

The following applies to all unexcused absences:

Number of Unexcused Absences	School Action Per Occurrence
3-5	School notifies the parent of absence and refers student to the counselor who will then meet with the student and/or parent for the purposes of discussing the reasons for absences and signing an attendance contract.
6-7	Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absence from school.
8 +	Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency.

TARDINESS

Classroom teachers must record and report any student who is late to school or class as tardy. Consistent tardiness may result in disciplinary action.

Number of Tardies	School Action Per Occurrence
1-2	Student receives a warning. Teacher is responsible for contacting the parent(s).
3-6	Student is referred to the counselor who is responsible for contacting the parent.
7- 10	Letter sent to parent/guardian informing him/her of the student's tardies and the administrative and legal consequences of continued absence from school.
8 +	Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency. Parents will be required to sign the referral.

CLASS TRUANCIES

A student is considered truant if he/she: is on school property but does not attend classes or study lab; has any unexcused tardy to a regular class which exceeds five minutes; leaves the classroom without a signed teacher permission slip. A student who is truant will receive no credit for work missed. However, students must make up all work to meet their educational needs.

EXCESSIVE ABSENCES

Any student who is absent for more than twelve (12) excused or unexcused days in any one semester will be considered as having excessive absences. These absences do not include those that result from participation in school-sponsored trips.

PROLONGED ABSENCE DUE TO ILLNESS

If a student is absent due to illness for more than ten (10) consecutive days, arrangements can be requested for an alternative education program.

PERFECT ATTENDANCE

Perfect attendance is defined as a student who has been present every day (no excused or unexcused absences), has arrived at school every day on time (no tardies), and remained at school for the entire school day (no early dismissals). Perfect attendance is quite a feat and students achieving this honor are celebrated at a school assembly.

COMMITTEES

TMS encourages parents to participate in the different committees and groups that are available to them. In order to participate, parents have to apply to be on the committee and then regularly attend the meetings. There are several

committees on which parents may sit:

- **Parent Teacher Organization (PTO)**- This group will organize school-wide fundraisers and activities to support and sponsor outreach programs for students and staff.
- **School Committees** – These committees will be formed in the fall and spring based on student, staff, parent, and volunteer needs.

Please look for more information soon regarding participation on these committees.

COMMUNICATION

You can contact the Main Office at 404.289.0320 during the hours of 7:30 am – 3:30 pm. Our voice mail can be reached at any time throughout the day or night. Through this system, you can call your child in absent or leave a message for anyone on our staff including your child’s teacher.

Each Museum School staff member has a Museum School email account: firstname.lastname@themuseumschool.org. Parents are encouraged to contact staff members directly via email. See Appendix C for a detailed contact list. Teachers and staff encourage open communication, and will strive to respond to email communication from parents within 24 – 48 business hours.

The Principal’s Newsletter is the school’s primary form of communication, sent out weekly with upcoming events and announcements. Be sure to notify the front office, if you do not receive the weekly newsletters (typically sent on Sunday afternoons). **Please remember to check your K-5 child’s Explorer Folder daily for letters and bulletins announcing upcoming events.**

For the 2021-2022 school year, all *general announcements* will be communicated through scheduled school and class newsletters. It is imperative that the school newsletter be reviewed thoroughly and in its’ entirety as it will be the parents’ and students’ primary source of information.

- *Specific updates and reminders* will be available through school and class websites, Facebook pages, Twitter accounts, and /or blogs. This gives parents the option for additional communication without overloading email inboxes. In most cases, parents can also opt in to or out of various forms of communication. See your child’s teacher for more details.
- All electronic links for sign-ups and invitations will be embedded in school and class newsletters and not communicated to parents separately. This includes links and messages from Museum School staff members, PTO representatives, Room Parents, etc.

DROP OFF PROCEDURES

Parents are to drop off their child at the front sidewalk near the school’s original main entrance. Please do not drop your child off before 7:30 am unless you are opting to pay the \$5 before care fee. School staff will supervise students in the cafeteria that arrive between 7:30 am - 7:45 am. At 7:45 am, students will be released to their classrooms. School begins at 8:00 am. Students who arrive after 8:00 a.m. must be brought to the office and signed in **by the parent**. Please do not drop off your child and allow them to enter the building unattended--**an adult must sign them in.**

Parents are welcome to walk students into their classrooms on the first day of school (1st – 7th grades) and the first two days of school (Kindergarten). For the remainder of the school year, we ask that parents who walk in please say goodbye at the classroom door. This will aid our staff as we implement morning routines and procedures. Thanks for your help!

EARLY DISMISSAL

If you need to pick up your child during school hours, you must do so through the office by texting 678-249-0327. You will need to provide the student’s name and grade, your name, and the reason for early dismissal. We encourage parents to schedule doctor appointments after school hours in order to minimize disruption to the classroom. **You may not sign your child out after 2:15 pm, unless in case of an emergency.**

ELECTRONIC DEVICES*

Cell phones and other electronic devices (iPods, hand held games, etc.) should not be visible or heard at any point during the school day. They should be turned off and stored in a book bag. It is recommended that students leave electronic devices at home, as the school cannot be responsible if devices are lost or damaged while at school. Devices that are heard or seen during the day will be taken from the student and turned into the office. If a student has an electronic device taken during the school day, a parent will have to pick it up from the office. Parents should not text or call students during the school day.

EMERGENCY PLAN

The City of Avondale Estates' City Manager and Chief of Police as well as the DeKalb County Fire Marshall have reviewed the school's safety and emergency plan and provided helpful feedback. We ask that you please take a moment to review these drills with your child.

Fire Drill

During a fire drill, all classes will take the primary route indicated on the room Evacuation Chart, posted in each classroom. Students will walk silently in a single file line out of the room and to the assembly area noted on the maps located at each exit. Students remain there until the "all clear" is announced. Fire drills will be conducted once per month per state law. The first drill will be within the first 10 days of school. Teachers will review and practice fire drill procedures with students during the first week of school and periodically throughout the school year.

Tornado Drill

There will be at least 2 tornado drills during the school year. Teachers will review and practice tornado drill procedures with students during the first week of school and periodically throughout the school year.

As a tornado **WATCH** is issued, the Principal will make the announcement "Due to weather concerns in the area, please get in tornado positions." At this point, teachers will take the following actions:

- Based on location, escort students to the nearest interior hallway.
- Bring records to document student attendance, insuring that all students are present.
- Take attendance and report missing students to administrator immediately.
- Aid students in sitting in the tornado protection position.
- Return to the classrooms once the "All Clear" signal has been made.

Serious Incident

Lockdown and evacuation procedures have been established and presented to staff during pre-planning. Lockdown drills are practiced twice per school year.

Emergency Evacuation

In the event that we are faced with a dangerous situation that requires students and personnel to be removed from campus, an evacuation route is in place. An announcement will be made by Administration stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. ALL students and faculty will be transported to an alternate location with the assistance of the City of Avondale Estates. This event is not practiced, so it's imperative that all students are aware of procedures.

FIELD TRIPS

Field trips, separate from learning expeditions, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site. Field trips may only be requested for educational purposes and must be aligned to Georgia Standards of Excellence and the

school's vision and mission.

For field trips to locations other than our museum partners, a note will be sent home with details including the destination, method of transportation, what children need to bring, and the fee for the trip. Field trips require written permission, in advance.

Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) has been disruptive, violated the student code of conduct or failed to conform to school rules and regulations.

In addition, students may be denied the privilege of participating in field trips, social and/or extracurricular activities if the student is in debt to the school for lunch, aftercare or any other program or activity.

The final decision on whether or not the student may participate shall be made by the Principal with documentation and input from the affected staff.

GRIEVANCE POLICY AND PROCESS

It is the intention that most conflicts will be resolved via an informal process. In the event that parents, students, teachers, or employees are not satisfied with the resolution, we will refer them to the following Grievance policy and process based upon best practice and DCSD policy and guidelines.

In working together to fulfill its mission, The Museum School will encourage parents, students, teachers, and employees to address and resolve conflicts at the earliest level of the organization.

Definitions:

Grievance - A complaint from any individual within The Museum School (i.e. student, parent, employee) which:

- Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law.
- Specifically identifies the policy, practice, or statute violated.

Grievant - Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

Organizational Level - The level of The Museum School for addressing grievances. The organizational level varies depending on the specific issue. Below is the organizational level matrix used for grievance procedures in this policy:

Organizational Level	Type of Issue	
	Classroom Instruction	Other Operations
Step I	Teaching Staff	Directly Involved Party
Step II	Assistant Principal	Business Manager
Step III	Principal	Principal
Step IV	Governing Board	Governing Board

Grievance Process

Step I: Any individual alleging a grievance is encouraged to resolve the problem, if possible, through an informal

discussion with the person(s) directly involved, beginning at the earliest level of organizational structure as outlined above.

- Student's parents should discuss classroom concerns first with classroom teachers.
- Employees should discuss concerns first with directly involved parties.
- When individuals hear complaints or receive formal grievances, they should first make sure that grievant have first attempted in good faith to resolve problems with directly involved persons.

Step II: In the event that the informal discussion with directly involved parties does not resolve the issue, grievant shall file a formal written grievance form with the individual at the next level in the organizational structure. Grievance Forms, developed using the DCSD as a guide, will be available from the business manager or from the Museum School website.

1. The grievance must be filed within ten (10) working days of the date the grievant knew, or should have known, of the circumstances that precipitated the grievance.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the grievance.
3. If the next responsible party is the Head of School, Step II does not apply and grievant moves to Step III.

Step III: If the response (decision) at Step II does not resolve the problem, the grievant shall forward the grievance to the Head of School to initiate Step III.

1. The Head of School shall investigate the complaint with the parties concerned in the grievance within ten (10) working days of the grievance having been filed at Step II.
2. At the conclusion of the investigation, the Head of School shall render a decision and issue a written report setting forth the Head of School's findings and recommendations for the resolution of the grievance within five (5) working days.
3. The grievance shall be considered resolved if the grievant and the Governing Board accept the recommendations of the Head of School.
4. If no written report has been issued within the time limits set forth in "3" above, or if the grievant shall reject the recommendations of the Head of School, the grievant shall have the right to appeal to the Governing Board for review of the grievance at Step IV.

Step IV: Appeal to the Governing Board

1. A written request for the Governing Board's review of the grievance must be submitted to the Board Secretary within 10 days of the date of the Head of School's report or the expiration of the time limits set forth in Step III.
2. The Governing Board shall review the grievance and the Head of School report, and may hold a hearing.
3. The Governing Board may affirm the Head of School's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Governing Board's written decision shall be issued within 30 working days of receipt of the grievant's written appeal by the board secretary
5. If no written decision has been issued within the time limit set forth in "4" above or if the grievant shall reject the decision of the Governing Board, the grievant shall be free to pursue the Grievance Policy as outlined in the DeKalb County School system's appropriate policy as administered by DCSD Department of Internal Affairs.

HOMEWORK POLICY

A general outline follows (by grade) of the time and days suggested for homework. In addition to this, unfinished classwork may also be sent home for completion.

Kindergarten: There will be occasional homework assignments to reinforce the day's lessons. Parents may also be asked to assist their child by reviewing classroom activities and reading to him/her each night. Homework assignments will

be brief, interactive, and specifically relate to recent or near future lessons. Homework should not exceed 10 minutes.

First Grade: Students will be provided with leveled texts and related activities to read nightly. Homework assignments may involve math student journal activities. Assignments may reflect classroom science and social studies lessons. Homework should take about 15 minutes, assigned only Monday - Thursday.

Second Grade: Students will likely have 15-20 minutes of homework, four nights a week (Monday through Thursday). Homework assignments should incorporate leveled readers, math journals, and relevant social studies and science activities.

Third Grade: Students will have 20-30 minutes of homework, a maximum of four nights per week. Homework assignments should incorporate leveled readers, math journals, and relevant social studies and science activities. Homework may vary slightly during Georgia Milestones preparation.

Fourth Grade: Homework reinforces the skills taught throughout the day. 4th graders should work on homework between 30 and 40 minutes each day.

1. Reading 15-20 minutes Monday- Thursday and complete reading log. Reading logs will be collected on Fridays.
2. Math homework will be assigned per the teacher's discretion.
3. Study multiplication facts (0-12) daily.

Fifth Grade: Students will have 40-50 minutes of homework, four nights a week (Monday through Thursday). Students should expect to have math practice each night as well as word work or a reading response (depending on the day of the week). As a part of the 40-50 minutes, students will need to engage in at least 25 minutes of uninterrupted reading (most often will be their choice of book). On occasion, students will have an at-home project to work on for science or social studies. Please refer to the class blog for information on assignments. Select the category on the right-hand side that is labeled, "Homework."

Sixth, Seventh, and Eighth Grade: Middle grades students will likely have 60 minutes of homework Monday through Thursday*. This homework may include practice, reading, studying, projects, and technology based assignments. Students are responsible for recording their homework assignments in their agendas.

*Homework may be extended over the weekend due to long-term projects or missed/late assignments.

All Elementary Grades: Parents are encouraged to read with their child for 20 minutes per night.

In addition, home projects are assigned in every grade level throughout The Museum School. Home projects are to be completed by students with the *assistance* of parents or guardians. Final projects should reflect a student-created product.

ILL CHILDREN

To cut down on illness, please keep sick children at home while they recover. Children who become ill or injured while at school will be escorted to the office. Children are allowed to lie down in the office for fifteen (15) minutes. Based on the student's symptoms and if a longer rest period is necessary, the parents will be called to pick up the child.

IMMUNIZATIONS

Please make sure that all of your child's immunizations are kept up to date.

LEARNING EXPEDITIONS

Learning expeditions are an integral part of our curriculum. Learning expeditions to museums and partner organizations will typically take place on Tuesdays and Wednesdays. The school will cover costs related to learning expeditions including admission fees and transportation. Students are required to wear their light blue logo shirt and navy bottoms or navy blue logo and khaki bottoms (see the uniform policy for more details) on learning expeditions.

Learning expedition permission slips will go home with the students at the beginning of each nine-week unit listing all of the museum-related learning expeditions for the quarter. Parents should immediately sign and return the permission slip on a quarterly basis.

For field trips to locations other than our museum partners, a note will be sent home with details including the destination, method of transportation, what children need to bring, and the fee for the trip. Field trips and learning expeditions require written permission, in advance.

Students travel to learning expeditions via school buses. Unless there is an emergency, all students should ride the bus with their class when traveling to and from an expedition.

LOST AND FOUND

In order to be proactive, we ask that you label everything that belongs to your child. We also request that you do not send valuable items (e.g. jewelry, iPods, etc.) to school with your child. Parents may look through the Lost and Found collection area located in the hallway behind the cafeteria.

MAKE-UP WORK

The student and the teacher shall work together to make up any missed assignments, tests, homework, etc., whether for excused or unexcused absences, up to the specified absence limit.

Immediately upon return to school from an absence, the student shall be given the number of days missed plus one additional day to submit the make-up work for full credit.

MEDIA CENTER

The Museum School of Avondale Estates Media Center Handbook

Mission Statement

The Media Center's mission is to instill the love of reading into all students. This is done by supporting and collaborating with the teachers and by maintaining a collection of diverse materials on a variety of reading levels.

Media Center Visits

Every class comes to the media center on a weekly basis for a lesson and to check out books. Students may also come to the media center on an individual basis throughout the day.

Circulation

All students may check out a book of their choice. Generally, Kindergarten and first grade students may check out one book, second - fifth grade students may check out two books, and middle school students may check out three books. Books are checked out for one week in lower grades and two weeks in upper grades, and may be renewed up to two times. After a book has been overdue for four weeks, a letter will be sent home to parents/guardians notifying of the missing book. If a book is lost or damaged, parents/guardians will be asked to replace or pay for the book.

Young Adult Books

Students in grades four through eight are allowed to check out books from the young adult section. The books on

these shelves are written with older students' interests in mind and may contain mature content. Students in third grade are allowed to use this section with written permission from parents/guardians.

Volunteers

There is always something to do in the media center, so parents/guardians are always welcome to come by and help out. Please contact our media specialist Jennifer Price to coordinate your time.

jennifer.price@themuseumschool.org.

Accelerated Reader

The Museum School uses a software program called Renaissance Place to enhance our students' reading. First through fifth grade have the option to take the STAR test, which is a computer-adaptive reading test, three times a year to help set appropriate reading levels. (This is in addition to the other, more comprehensive evaluations that our teachers use).

From the STAR test we learn two main things: the student's "Instructional Reading Level" (IRL) and the "Zone of Proximal Development"(ZPD). The IRL is the grade level at which the student is at least 80% proficient at recognizing words and comprehending reading material. For example, if a student scores an IRL of 4.3, that student is at least 80% proficient at reading fourth grade words and books. The Zone of Proximal Development is the reading level range from which the students should be selecting books for optimal growth in reading, also known as "just right books". The student example above whose IRL was 4.3 would have a ZPD of 3.3-5.2, which is a little above and a little below his IRL.

Once the students have their levels, they can participate in our Accelerated Reader program. The students choose books on their level and take a short computerized comprehension test when they have completed the book. Each book is worth a certain number of points depending on the length of the book. If a student passes a comprehension quiz, he/she is awarded points. These points accumulate toward a personal reading goal and for reading tags from the media center that say "Super Reader, Advanced Reader, etc."

Parents, you can support our program and your student by encouraging and asking about the books that are being read and tested on. Renaissance Home Connect gives you access to your students' record outside of school from any computer with an internet connection. It allows your student, your student's teacher, and you to share information about your student's progress in Accelerated Reader. You can also choose to receive emails showing your student's quiz results as they are being taken. This is a great way to start a conversation about books! "Hi, I noticed that you took a quiz today on Stellanuna and made a 90%. That is great! Would you like me to help you find another book by that author?"

To access Renaissance, go to the following website: <https://hosted80.renlearn.com/2887505/HomeConnect/> . Your student will use the same login that they use at school to view their information. Please contact your student's teacher or Mrs. Price if you need this login information.

Students can only test at school, but we have a quiz for most books, so students can test on books from home or other libraries. You can go to www.arbookfind.com to easily find the level of the book your student is reading.

MEDICATIONS

All medications must be administered through the office. If your child needs to take any medication during school hours, please fill out the Medical Authorization form in its entirety and return it to our office to be placed in your child's health folder. We do not supply any non-prescription medication. All prescription containers must be current and match the authorized prescription.

OVERNIGHT/EXTENDED TRIPS

Some grade levels, courses, or clubs may opt to participate in overnight/extended trips. Due to the differences in nature, location, and length of overnight/extended trips, specific guidelines, requisites, and policies will be shared with families and students by teachers, sponsors, and/or coaches.

Depending on the trip, documented discipline and attendance concerns (ie. suspensions, detentions, accountability plan infractions, chronic tardiness/absenteeism, etc.) may determine a student ineligible to participate in an overnight/extended trip. Please be sure to review the trips' requirements and expectations with your child at home. In the event that a student does not meet an expectation and/or is ineligible to participate in an overnight/extended trip, a teacher, sponsor, coach, and/or administrator will inform the family.

Like all school trips, overnight/extended trips are a privilege and all students are expected to adhere to The Museum School's Core Values, school and trip behavior expectations, and DeKalb County's Code of Conduct. A parent and/or school administrator may be contacted in cases of inappropriate behavior. Abuse of trip expectations may also result in the student being picked up early at the parents' expense and/or ineligibility for future school trips. Disciplinary action may also be determined upon the student's return to school. Please note that a refund for any remaining portion of the trip will not be issued.

Overnight/extended trips are school sponsored events and students are considered "present." If a student does not attend, the student should report to school or he/she will be considered "absent." Families should notify teachers, sponsors, and/or coaches if their child will not be going on the trip so that arrangements can be made for the student while he/she is on school campus.

PARENT AGREEMENT

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate to develop strong critical thinking, interpersonal, and academic skills in our students, which will prepare them for real-world success.

The core values of The Museum School are: Responsibility, Respect, Sustainability, Cooperation, and Creativity. The Museum School seeks to form a mutually supportive relationship between students' families, the school, and the community. For this reason, students and their families are expected to contribute to the success of the school. If you would like your child/ren to be part of this learning community, please indicate your willingness to contribute to the school by reading and signing the following.

As a parent/guardian, I understand that I am the person most responsible for my child's education and development. I choose for my child to attend The Museum School of Avondale Estates. I know I have other public school options in this attendance zone, but I feel the mission, vision, and values of The Museum School coupled with a high level of parental involvement best meets the needs of my child and family. I will partner with The Museum School of Avondale Estates, my child, and the school community to promote my child's personal development and academic achievement. I will model respect, responsibility, and cooperation for my child in fulfilling the responsibilities listed below.

Parent /Guardian Responsibilities

- I will donate volunteer service to the school each year. My family and I will donate 15 hours per enrolled child, with a maximum of 30 hours per family.
- I will attend all required parent-teacher conferences.
- I will have my child at school each day on time and ready to learn.
- I will ensure that my child has a quiet time and place to read and do homework assignments. I will check for homework assignments throughout the week to ensure their completion.
- I will know, reinforce, and follow the Code of Conduct.
- I will treat Museum School staff, parents, and children with respect at all times.
- I will assume and offer good will to Museum School staff, as well as other members of the school community.
- I will respond immediately to any questions or concerns from my child's teacher.
- I will report any absence or illness to the school promptly. I will keep my child out of school on days when he or she is ill.
- I will inform the school immediately of any change in authorized transportation or contact persons. I will also inform the school of any change in address, phone number, or family status.
- I will support my child's development of his or her self-concept, individuality and interests.

Parent /Guardian Rights

- My child will learn in a safe and healthy environment.
- My child and family will be treated with respect by The Museum School staff, parents, and students at all times.
- I will receive written goals and curriculum for my child's classroom at the beginning of the school year.
- I will receive meaningful communication regarding my child's progress from my child's teachers.
- I will provide staff with feedback regarding the strengths and weaknesses of the school's program.
- I will have the opportunity to serve on a volunteer committee or subcommittee.
- I will have ample notice of school events and meetings so that I may make plans to attend them.
- I will be able to meet with The Museum School administration and staff in a timely manner (and immediately for any concern involving a child's safety).
- I will have access to parent representation on the Governing Board.

The Museum School of Avondale Estates' Steps to Cooperate With Parents/Guardians to Fulfill Responsibilities

- The Museum School will offer many different kinds of volunteer opportunities to best link the talents, interests, abilities and needs of my family with the needs of the school.
- The Museum School will provide a schedule of events, meetings, and volunteer opportunities with ample time for me to plan to attend.
- The Museum School will hold family meetings at different times and days to accommodate different family schedules.
- The Museum School will be flexible in setting up parent-teacher conferences so I may attend.
- The Museum School administration will be available to meet if extenuating circumstances prevent me from meeting my responsibilities. The administration will be creative in helping to find a solution to satisfy my obligations.

PARENTAL ENGAGEMENT AND INVOLVEMENT

1. Families will donate hours on a per child basis. All families are asked to donate 15 hours per student, with a maximum of 30 hours. *
2. The student's parents, grandparents or caregivers/guardians should complete hours. Extended family members are also able to complete hours.
3. A minimum of half the required hours should be completed during the first semester of school.
4. All hours must be completed AND recorded by May 31.

5. All hours served should be recorded and submitted. Hours may be submitted electronically through the provided [website](#).
6. Please turn in all hours—even if you volunteer more than your required hours per year.

What qualifies as Parental Engagement and Involvement?

Time that assists the school, teachers, and classes qualifies to earn parent involvement hours. These items include:

- Completing tasks or assisting in a classroom
- Completing assigned tasks at home with specific instructions
- Acting as a monitor in cafeteria, car line, etc.
- Visiting a museum partner with your child outside of school hours (1 hour earned per visit)
- Actively chaperoning learning expeditions and field trips, including overnight trips**
- Serving on the Governing Board
- Serving on a Board-level committee, school operations committee, sub-committee or task force
- Serving on the PTO board
- Completing tasks and projects as a Governing Board, PTO Board or committee member
- Working on PTO events
- Saturday/Sunday workdays
- Organizing and/or participating in special events (performances, auctions, Field Day, etc.)
- Working to improve school building and grounds
- Bringing requested food or drink for school-wide events
- Completing special copy projects (100 copies = .25 hour)
- Serving as a Room Parent or Athletic Volunteer Coach

What does not qualify as involvement time?

Time that is spent with only your child, at school or away from school, is *good parenting time* and not considered involvement time for the school. These items will not satisfy the parent involvement commitment:

- Helping your child with homework
- Visiting your child for lunch
- Watching your child in a performance
- Attending Exhibit Nights
- Attending parent/teacher conferences
- Visiting your child's classroom
- Attending a school event

* If this updated requirement presents a severe hardship, families should contact the Principal as soon as possible.

** To earn volunteer hours for chaperoning an expedition or trip, parents are asked to fully attend to the participating class. Volunteer hours will not be awarded to parents that tend to their child only. In order to fully focus on the class, please do not bring siblings.

PETS

With the exception of approved classroom pets, we ask that all families leave pets at home, especially during drop-off and pick-up.

PICK UP PROCEDURES

2021 - 2022 Dismissal Process

- Middle School parents are asked to pick up their students between 3:15 and 3:30. Sixth and seventh grade walkers/bikers will be dismissed at 3:15. Eight grade students will be dismissed at 3:20.
- Students whose last name begins with A – M should pick up between 3:00 pm – 3:15 pm.
- Students whose last name begins with N – Z should pick up between 3:15 pm – 3:30 pm.
- Please note that 3:15 pm is the latest that A-M students should be picked up and is the earliest that M-Z students should be picked up.
- For carpools, please follow the time for the driver of the car. For example, if the Smith Family is picking up the Johnson Family, all students should be picked up between 3:15 – 3:30 pm.
- Students will only be released to parents standing on the sidewalk near the bike rack or to parents in cars. Please do not stand on the front sidewalk near the loading zone with your car-rider number.

Notes and Tips:

- One car-rider number will be assigned per family. If you need an additional card, please contact Chris Cook at chris.cook@themuseumschool.org.
- If your child will be riding home with another family frequently, please complete a form in the front office giving unlimited permission for the other family to pick up your child.
- If you are picking another child up, you must display his/her car rider number.
- If you are picking up bikers or walkers, please hold your number card high on the sidewalk near the bike rack area and your child will be escorted over.
- Parents picking up bikers and walkers should not park in front of the school to pick-up. Please park in a lot or on a portion of the street either north or south of the school.

** All students will be required to register for the Connect after school drop-in program. With this registration, all families will have the option of using the emergency drop-in care. In addition, students that are not picked up by 3:30 pm will be placed in the Connect Drop-in program. Parents will pick up their child(ren) directly from Connect and will be required to pay all associated fees.

PROMOTION, PLACEMENT, AND RETENTION

The Museum School of Avondale Estates has established criteria to address the requirements of the Georgia Academic Promotion, Placement, and Retention Policy (O.C.G.A. § 20-2-282, 283, 284, and 285). The regulations of this policy will be applied for students in Grades K-8 to help assure that basic promotion, placement, and retention criteria will be consistently addressed.

The Museum School of Avondale Estates will, at a minimum, comply with all applicable authority and State requirements regarding student promotion, placement and retention. This includes, but is not limited to, O.C.G.A. § 20-2-281, *et seq.* This Rule will be applied to students in Grades K-12 to help assure that promotion, placement, and retention criteria will be consistently addressed.

State rules and regulations, as well as local school policy, will be followed regarding assessment procedures and criteria used to determine the readiness of students for the next grade level. Multiple, state approved, sources of data will be used to identify each student's strengths and needs, determine the appropriate placement for each student, and to assist with the design of appropriate instructional programs and teaching methods.

Placement decisions for the following school year will be made on an individual basis and will be based on a review of the student's overall academic achievement. At the end of the year, a committee consisting of the Principal, classroom teacher, support staff members, parents, and any other relevant parties will make this decision based on documentation of academic progress and achievement throughout the school year. Based on classroom performance, formal assessments, and informal assessments, the decision may be made for a child to be retained. However, the Principal will have the final authority for placement decisions. If a student is retained, written documentation of evidence supporting the decision will be filed in the student's permanent record. Students who are retained will be provided accelerated, differentiated and/or additional instruction. No student will be retained

in Kindergarten more than once.

The decision to place the student must be the unanimous decision of the placement committee and must determine that if placed and given accelerated, differentiated, and/or additional instruction during the next year, the student is likely to perform at grade level by the conclusion of the school year. If the placement committee cannot reach a unanimous decision to place the student, he/she shall be retained in their current grade level for the subsequent school year. For students receiving special education or related services, the Individual Education Program (IEP) Team shall serve on the placement committee.

No student will be retained more than once in each of the following grade categories:

Kindergarten

Grades 1 or 2

Grade 4

Grades 6 ,7, or 8

The Museum School of Avondale Estates' Promotion Criteria	
Kindergarten	<p>About Promotion to 1st Grade A child enrolled in Kindergarten must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level.* Readiness for the 1st grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee. * Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</p>
1st Grade	<p>About Promotion to 2nd Grade A child enrolled in 1st grade must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level.* Readiness for the 2nd grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee. * Note: A special education student's promotion is determined by his or her Individualized Education Program(IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</p>
2nd Grade	<p>About Promotion to 3rd Grade A child enrolled in 2nd grade must successfully master the current grade-level GSE (Georgia Standards of Excellence) in order to earn promotion to the next grade level.* Readiness for the 3rd grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee. * Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</p>
3rd Grade	<p>About Promotion to 4th Grade The state requires that Georgia 3rd graders score in the "on grade-level" range or higher on the ELA subtest of the Georgia Milestones Assessment to earn promotion. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria.* Readiness for the 4th grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee.</p> <p>Should a child not pass the GMA ELA subtest to earn promotion to 4th grade, he or she will have the opportunity to retake the GMA retest. * Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading GMA subtest (a state promotion requirement), the student must take a retest during summer school. If the student does not pass the retest, a Student Support Team and/or Placement Committee will determine the student's placement for the next school year.</p>
4th Grade	<p>About Promotion to 5th Grade To earn promotion to the 5th grade, TMS 4th graders are expected to earn a Level 2 on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria.*</p>

	<p>Readiness for the 5th grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee.</p> <p>* Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</p>
5th Grade	<p>About Promotion to 6th Grade</p> <p>The state requires that Georgia 5th graders score in the "on grade-level" range or higher on the ELA and a level 2 on the Mathematics subtests of the Georgia Milestones Assessment to earn promotion. Students also must successfully master the current grade-level in order to earn promotion to the next grade level.*</p> <p>Should a child not earn promotion to 6th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 6th grade. Instead, the student will receive extra help the next year through a transition program. * Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). If a student learning English is not successful on the Reading and Mathematics GMA subtests (a state promotion requirement), the student must take a retest for the failed subtest(s) during summer school. If the student does not pass the retest(s), a Student Support Team will determine the student's placement for the next school year.</p>
6th Grade	<p>About Promotion to 7th Grade</p> <p>To earn promotion to the 7th grade, TMS 6th graders are expected to earn a Level 2 on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria.*</p> <p>Readiness for the 7th grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee.</p> <p>* Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</p>
7th Grade	<p>About Promotion to 8th Grade</p> <p>To earn promotion to the 8th grade, TMS 7th graders are expected to earn a Level 2 on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics. In addition, TMS students must successfully master the current grade-level GSE in order to earn promotion to the next grade level. The Principal or designee may retain a student who performs satisfactorily on the GMA, but does not meet local promotion standards and criteria.*</p> <p>Readiness for the 8th grade will be determined by the child's classroom grades and/or input from the school's Student Support Team (SST) and/or Placement Committee.</p> <p>* Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</p>
8th Grade	<p>About Promotion to 9th Grade</p> <p>To earn promotion to the 9th grade, TMS 8th graders must earn a passing score on each of the following Georgia Milestones Assessment subtests: English/Language Arts, Mathematics.*</p> <p>Should a child not pass all required GMA subtests to earn promotion to 9th grade, he or she will have the opportunity to attend summer school and to take needed retests. A student who does not meet all promotion requirements after summer school and retests will not be promoted to 9th grade. The student will receive extra help the next year through an intervention program.</p> <p>* Note: A special education student's promotion is determined by his or her Individualized Education Program (IEP). Promotion for a student with Limited English Proficiency (LEP) is determined by his or her Modification and Intervention Plan, or by recommendation of the English Language Learner (ELL)/Test Participation Committee.</p>

PROMOTION INDICATORS:

All or part of the following indicators shall be considered:

1. Kindergarten:

- a. Readiness level as established by the results of the state assessment.
- b. Readiness level as indicated on the student report card.
- c. Teacher recommendation for promotion.

2. Grades 1 – 5:

- a. Readiness level as established by the results of the appropriate Milestones section in the areas of reading and/or mathematics.
- b. Readiness level as indicated on the student report card.
- c. Teacher recommendation for promotion.

3. Grades 6 – 8: Retention of students should be made at the lowest level:

- a. Number of failing grades (failing 3 or more subjects for the year).
- b. Standardized test scores (including Milestones in ELA and math).
- c. Math and reading performance.
- d. Learning ability of student.
- e. Previous interventions (including Response to Intervention or R.T.I.).
- f. Previous retentions.
- g. Age and maturity of student.
- h. Excessive absences.
- i. Teacher recommendation.

REPORT CARDS/QUARTERLY REPORTS

Quarterly Reports are standards-based and issued quarterly. The chief purposes of this report are:

- * to help parents understand the child's progress in relation to the school's objectives;
- * to help parents share in planning for future progress; and
- * to help the child grow through an evaluation of his habits, attitudes, and achievements.

In order to align our standard's based grading with the traditional 100 point scale and ABCD, we follow the following conversion scale.

TMS 4 = 100 = A
 TMS 3.5 = 95 = A
 TMS 3 = 90 = A
 TMS 2.5 = 85 = B
 TMS 2 = 80 = B
 TMS 1.5 = 75 = C
 TMS 1 = 70 = D

In order to prepare middle school students for their transition to high school, we implement a modified standards-based grade book in 7th grade and a traditional grade book in 8th grade. The modified standards-based grade book in 7th grade consists of students receiving a number grade (0-100) for each evaluated standard and the final grade is derived from the average of those grades with equal weighting across the standards. The traditional grade book in 8th grade consists of categories of assignments (i.e. homework, classwork, quizzes, unit tests, etc.) each carrying a different weight. The final grade in the class is calculated based on the weighted average of these assignments. For both the 7th and 8th grades the following grading scale is implemented.

A = 90 -100
 B = 80 - 89
 C = 70 - 79
 D = 60 – 69
 F = 0 - 59

ROOM PARTIES

All parties during school hours must be approved by the Principal and should be reserved only for special occasions and events. Staff and parents are encouraged to bring in healthy foods. No soda may be served in school.

For birthday celebrations, parents may bring in a special snack for students to enjoy with classmates during lunch. This allows students to celebrate their special day without interrupting instruction. Please only bring enough treats for your child's class.

If students bring invitations to distribute at school for a birthday party, **all** students in the class must be invited to the party. Please notify the teacher prior to sending birthday party invitations to school for distribution.

SCHOOL CLOSINGS

The school's calendar has been provided to parents and students and is different than DeKalb County School's calendar. However, in case of inclement weather we will follow DeKalb County School District's closings. Your local radio and television stations will announce the closings.

SCHOOL BREAKFAST & LUNCH

BREAKFAST

Cold breakfast will be served from 7:30 am - 7:50 am in the cafeteria. Daily price for breakfast is \$1.50. Families receiving free/reduced lunch benefits are able to apply these benefits to breakfast. Reduced-price breakfast is \$0.30.

HOME LUNCH

Children have the option to bring a home lunch or place an order for a school lunch. Students may not be removed from the campus for lunch. We encourage healthy eating habits, so please limit the sugar intake in your child's lunch. There are to be no cans of soda, no carbonated drinks and no glass bottles in school. Students are strongly encouraged to pack a reusable water bottle that they can refill throughout the day. Filtered water bottle fillers are available at the school drinking fountains. Please be sure to label the water bottle with your child's name. Home lunches should be sent to school with your child. Forgotten lunches must be delivered to the front desk by 8:30 am. After this time, your student will be counted in the lunch count and charged for that day's lunch.

SCHOOL LUNCH

School lunch menus are posted in classrooms, the front office, the cafe, online on the TMS website, and in weekly newsletters. A lunch count is taken, first thing in the morning, in which students "order" school lunch for the following school day. If a student forgets to bring lunch he/she must inform their homeroom teacher that they need to order a school lunch for that day.

School lunches are provided through the vendor Preferred Meals and should be pre-paid. Lunch is \$4.00 and includes milk. Reduced price lunches are \$0.40. Free and reduced lunch applications will be sent home with all students on the 1st day of school. All families are expected to complete and return the forms regardless of eligibility for the program. All families that complete the application will earn 1 volunteer hour.

LUNCH PAYMENTS

Payments can be made by cash, check, credit card, or ACH withdrawal. For credit card or ACH payments, use schoolpaymentportal.com. It is recommended that everyone set up an account in the portal even if you don't plan to use it for payment. It is quick and easy to do.

Please note: if you wish to pay by credit card or ACH, the portal charges a small service fee per transaction. This fee covers the cost of credit card/ACH processing. There are no fees for cash or check payment directly to the cafeteria.

LUNCH VISITS

If you would like to eat lunch with your child, we ask that you sign in at the front desk, receive a visitor's badge and meet us in the cafeteria at your child's designated lunchtime. In order to encourage healthy eating, please do not bring in fast-food items for your child to eat during school lunch.

Cold breakfast will be served from 7:30 am - 7:50 am in the cafeteria. Daily price for breakfast is \$1.50. Families receiving free/reduced lunch benefits are able to apply these benefits to breakfast.

SCHOOL PICTURES AND YEARBOOKS

School pictures will be taken at least twice a year, fall and spring, and will be available for order. In the spring, we will take class pictures.

The Museum School's Yearbook Committee is open to staff members, parents, and students. Please email Aly Thorne, aly.thorne@themuseumschool.org, if you would like to support the Yearbook Committee.

SCHOOL SUPPLIES

Each teacher has distributed a list of the necessary school supplies for the class. Some items will be used for the entire class community and some may be for your child specifically. Wish lists are optional items requested by teachers to further enhance the students' learning environment.

SNACK

Each classroom will have a designated snack time either in the morning or afternoon based on the class's lunch time. Parents are asked to send an individual snack with their child daily. Snacks should be healthy and may include string cheese, yogurt, pretzels, fruits, vegetables, fruit bars, granola bars, crackers, or healthy dry cereal. Chips, cookies, candy or unhealthy snacks will not be permitted. Students will be asked to return these items to their backpack or lunch box.

STUDENT ACCIDENTS

Any student injured at school will be sent to the office. The teacher or staff member in charge will contact the parents. All student accidents will be reported to the Principal and a STUDENT ACCIDENT REPORT completed.

TEACHER CONFERENCES

All parents should meet with their child's teacher at least 2 times during the school year, October and February. Conferences must be scheduled so as to not conflict with the teacher's instruction. You are encouraged to communicate regularly with your child's teacher so that you always have a full understanding of your child's performance and progress.

TECHNOLOGY AND INTERNET USE POLICY

The Museum School of Avondale Estates believes that all students should have access to technology tools and resources when they act in a responsible, efficient, respectful and legal manner. We expect all our students to demonstrate the Core Values when using school technology. Internet access and other online services available to students and teachers, offer a multitude of global resources. Our goal in providing these services is to enhance the educational development of our students. All school Internet is filtered and monitored. Acceptable uses of technology are devoted to activities that support teaching and learning.

The Museum School of Avondale Estates Acceptable Use of Technology Agreement Grade K-8
Parents/Guardians and Students: please read this together.

Terms of Agreement

Using the computer correctly and responsibly is very important. I promise to follow these rules:

1. I promise to use the computer carefully and respect the school's property.
2. I promise to only work on programs and web pages that my teacher tells me to use.
3. I promise to respectfully ask for help if I don't know what to do.
4. I promise to tell an adult if I read or see something on the computer that is not appropriate.
5. I promise to never use the computer to hurt, frighten or bully others.
6. I promise to cooperate with my classmates when sharing technology.
7. I promise to only use my own file or my own folder on the student server.
8. I promise to demonstrate sustainability by only printing when my teacher tells me to.
9. I promise to only share my password with my teacher or parent.
10. I understand that if I break any of my promises, I might not be able to use technology while on school campus.
11. I understand that I will incur the cost of a replacement device should I damage the device while in my possession. Families of students in 3rd through 8th grades are able to purchase insurance on their device, since that device will travel between school and home.

I have read this Acceptable Use Agreement and have discussed it with my child.

This Acceptable Use Agreement is valid for the duration of the student's enrollment at The Museum School of Avondale Estates.

TELEPHONE

The school telephone is a business phone for use by the school staff. Students are not permitted to use the phone without the consent of the teacher and front office staff.

TRANSPORTATION CHANGES

Please submit all transportation changes to your child's teacher through a written note, including any changes in person(s) picking up your child. Students will not be permitted to change their transportation method or to change who they are leaving with without a written note. Please remind the person picking up your child to bring valid identification.

UNIFORM DRESS POLICY

Parents/guardians will be asked to assist and guide the children by **following the mandatory uniform dress code policy**. The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence. See Appendix B.

VOLUNTEER GUIDELINES

1. The safety and education of students must be the main concern of volunteers while engaged in school activities.
2. Volunteers are to have no physical contact with students or staff.
3. Please schedule volunteer opportunities in advance to minimize distractions during instruction.
4. In order to ensure the safety of our students, the names of all volunteers will be checked on the Georgia Sex Offender Registry maintained by the Georgia Bureau of Investigation. Any individual who is listed on said registry will not be permitted to volunteer at the School.

5. All volunteers working on campus **and** in the proximity of students must complete a background check and submit the associated report. Beginning Wednesday, August 11, Museum School volunteers can get fingerprinted for background checks at the DeKalb Sherriff's Office on Wednesday mornings from 8:00 – 10:30 am. Volunteers are welcome to get their fingerprints taken at any location of their choice. Please contact the Executive Director if you need assistance paying the fingerprint fee. Be sure to submit copies of the fingerprint/background check report to the front office. The school will accept reports within the past five years. Volunteers will NOT be able to interact with students until the report has been submitted and reviewed by school administration.

6. Individual student's grades, records and abilities are personal and confidential information. Students have a right to confidentiality that covers:

- academic work completed
- family background information
- standardized test scores
- attendance records
- health data
- grades
- interest inventory reports
- teacher or counselor ratings and observations
- reports of serious or recurrent behavior patterns

7. Volunteers may not give students medication.

8. Volunteers should not contact parents regarding student performance or behavior.

9. Classroom supervision and student discipline are the responsibilities of the teacher and school.

10. The teacher must always give permission for a student to leave the classroom.

11. Volunteers are required to sign in and out. Always check in at the front office before going to a classroom.

12. For identification, volunteers are required to wear a name badge when helping with school activities.

13. Punctuality and reliability are expected since teachers plan for volunteer assistance.

14. Volunteers should set a good example for students by their manner, appearance, and behavior.

As a volunteer, what do I do if....

a child is injured?

If a child should receive an injury while under your care, do not attempt to administer any type of aid. No matter how minor the injury is, you should immediately notify the teacher or a staff member.

a child becomes ill?

If a child complains of not feeling well, you should notify the teacher immediately. You should never administer any form of medicine to the child.

I am injured?

Should you become injured while performing your volunteer duties, notify the school office immediately. The office staff will assist you and ask you to fill out the proper accident forms.

I am asked to watch or take the class alone?

Because you are not a TMS employee, you are not legally permitted to supervise a class alone. Consequently, if the teacher must leave the room, arrangements should be made to have a staff member present.

someone asks to see a child?

If a person who is not a member of the school staff should ask to speak to or take a child, you must direct that individual to the teacher. Under no circumstances should you grant such a request.

someone asks me how a child is doing?

As it becomes known that you are working in the school, you will likely be asked questions concerning specific children. If a parent or friend inquires about the child's progress, you should say, "I enjoy working with your child and I'm sure if you schedule an appointment, the teacher would be happy to talk with you."

WITHDRAWALS

A Withdrawal Form, available through the registrar, is necessary when a child leaves school during the school year. Be sure that the child has turned in all school property before he or she leaves the school.

Appendix A: Virtual Learning Addendum

Appendix B: K-4 and 5th Grade Accountability Plan

Appendix C: Uniform Policy and Dress Code

Appendix D: Commitment to our Community Forms (Family & Student)

**Appendix A - Virtual Learning Addendum
2021 - 2022**

ATTENDANCE PROCEDURE

- Virtual learning will only be offered on an emergency basis for the 2021-2022 school year. This offering will be in the event of a school closure or quarantining as a result of illness.

- When there is a school closure or an entire class must quarantine then the entire class will participate in virtual learning. The class will keep its original daily schedule. The class will log into live, online lessons during the time of their regularly scheduled courses.
- Should a single individual or a small group of individuals from a class be required to quarantine. The individual(s) will be working virtually in an asynchronous fashion. This means that the individual(s) will receive a list of assignments to be completed during their period of quarantine. The teacher will communicate with the student(s) to assist in the completion of the assignments.

COMMUNICATION WITH TEACHERS AND STAFF

- E-mail, Google Classroom, and various apps that staff may use in their classroom are all approved forms of direct communication with parents during virtual learning.
- The school does not require staff to use personal phones to communicate with families for confidentiality purposes.
- Staff may not be immediately accessible during the school day. However, the expectation is that messages be returned within 48 business hours.

DIGITAL CITIZENSHIP AND INTERNET SAFETY AND BEHAVIOR

- Student engagement is critical in any learning environment, including live lessons. If the teacher has a concern about engagement, they will reach out to the student and adults. During live lessons, student engagement can include combinations of these actions:
 - Keeping the video feature turned on
 - Muting and unmuting as needed
 - Responding to prompts or questions in the chat
 - Participating in breakout rooms
 - Asking questions during and after live lessons
 - Commenting on Google Classroom
 - Following directions given during live lessons and/or assignments
 - Participating in polls and check-ins
- Students follow digital citizenship guidelines. Some digital guidelines to consider:
 - Keep cell phones, other devices, and distracting materials out of reach during virtual school.
 - Follow the class schedule, do classwork daily, and complete/submit assignments on time and according to procedures established by the teacher.
 - Check virtual platforms and student email daily.
 - Read all weekly communications and announcements, as well as feedback on completed assignments.
 - Watch all posted videos in their entirety, pausing and taking notes where appropriate.
 - Attend all morning meetings, small group sessions, and individual meetings, as well as request additional 1:1 meetings using the established sign-up schedule.
 - Join live sessions on time and be prepared with learning materials needed for the day.
 - Keep computers charged, and have school supplies available and in a consistent place.

- Be courteous and respectful, and adhere to all digital citizenship guidelines when participating in online learning modules, and follow classroom expectations and norms around chatting appropriately, commenting, and participating.
- Ensure communication with teachers and peers is personal, polite, positive, and professional.
- Reach out to ask any questions or request help and support, and communicate technology issues or confusion about assignments.

DRESS CODE

Students are not required to wear uniforms when attending virtually. However, studies show that students perform better when dressed as if they were going to school. At this time, we ask that students are fully clothed and dressed appropriately for a virtual classroom setting. *Tip: If you would not wear it on an out of uniform day, do not wear it to a live lesson.*

LEARNING ENVIRONMENT

Find a good space for learning that allows for engagement with the content. We know this can look a variety of ways for different students. If the teacher has a concern about engagement, they will reach out to the student and adults.

Encourage students to set up a physical work space at home

- Comfortable seating conducive for working
- Desk/Table with room for a device and writing materials
- Laptop/Chromebook/Desktop
- Printing Capabilities
- Internet access
- Away from distractions
- Good lighting
- Writing Utensils
- Crayons/Color Pencils
- Scissors
- Glue Sticks
- Clock for Time Management
- Family Schedule Posted

SUPPLIES

If you are in need of supplies when participating in virtual learning, please reach out to Dr. Katherine Kelbaugh, katherine.kelbaugh@themuseumschool.org.

TECHNOLOGY

- If you have any questions about technology, reach out to your child's teacher. If your child's teacher needs to escalate the concern to the tech support team, they will do so.

- If you are participating in virtual learning and are without Internet access, please reach out to Dr. Katherine Kelbaugh, katherine.kelbaugh@themuseumschool.org.
- Laptops and Chromebooks are the most preferred devices to complete virtual learning assignments, followed by tablets. Students using phones to complete virtual assignments will run into many difficulties. If you are in need of a device, please reach out to Principal Mike Stewart, mike.stewart@themuseumschool.org.

Appendix B
The Museum School of Avondale Estates
2021 - 2022 Accountability Plan
Kindergarten – 4th Grade

Mission: The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Core Values: Responsibility Respect Cooperation Sustainability Creativity Kindness

Repeated level one behaviors lead to level two behaviors, and repeated level two behaviors move to level three. The staff member in charge is responsible for contacting parents and/or giving a consequence(s), after consulting with the homeroom teacher or advisor.

Dishonesty		
Core Values Addressed: Responsibility, Respect, Cooperation, Kindness		
	Behavior	Possible Consequence(s)
Level One	<ul style="list-style-type: none"> • Basic lying (dishonesty) 	<ul style="list-style-type: none"> • teacher/student conference • written reflection signed by parent • goal setting • apology letter
Level Two	<ul style="list-style-type: none"> • copying • cheating 	<ul style="list-style-type: none"> • parent notification • zero for the assignment • re-doing the assignment alone • apology letter
Level Three	<ul style="list-style-type: none"> • theft • lying to hurt someone • else 	<ul style="list-style-type: none"> • parent/teacher/child conference • conference with administration • behavior plan (action plan) • personal workplace • special seating arrangement • referral to counselor • loss of privilege • apology letter

Destruction	
Core Values Addressed: Responsibility, Respect, Sustainability	
Behavior	Possible Consequence(s)

<p>Level One</p>	<ul style="list-style-type: none"> • Destroying classroom materials that can be easily replaced • Misuse of materials 	<ul style="list-style-type: none"> • replace damaged materials • fix damaged materials • removal from activity • teacher/student conferences • written reflection signed by parent • goal setting
<p>Level Two</p>	<ul style="list-style-type: none"> • Damaging or defacing school or private property 	<ul style="list-style-type: none"> • possible restriction of use • possible repair / replacement, if possible • school chore • removal from activity • written reflection signed by parent
<p>Level Three</p>	<ul style="list-style-type: none"> • Destroying school property 	<ul style="list-style-type: none"> • parent/teacher/child conference • conference with administration • behavior plan (action plan) • personal workplace • special seating arrangement • referral to counselor or appropriate school personnel • loss of privilege • school chore • loss of expedition • repair, if possible

<p align="center">Disruption of Learning Environment</p>		
<p>Core Values Addressed: Responsibility, Respect, Cooperation, Kindness</p>		
<p align="center">Behavior</p>	<p align="center">Possible Consequence(s)</p>	
<p>Level One</p>	<ul style="list-style-type: none"> • disrupting or distracting others or yourself from learning <ul style="list-style-type: none"> ○ calling out or speaking out of turn ○ Wandering ○ not being prepared ○ off task behavior ○ toys 	<ul style="list-style-type: none"> • removal from activity • teacher/student conference • written reflection signed by parent • goal setting • confiscation of non-instructional items • silent lunch • apology letter

<p>Level Two</p>	<ul style="list-style-type: none"> • intentionally disrupting or distracting others or yourself from learning <ul style="list-style-type: none"> ○ calling out or speaking out of turn ○ Wandering ○ not being prepared ○ off task behavior ○ touching others ○ not respecting personal space ○ refusing to work by yourself or others ○ toys 	<ul style="list-style-type: none"> • possible restriction of use • removal from class • confiscation of non-instructional items • parent contact • behavior or action plan • loss of privilege • loss of recess • practice of appropriate behavior • silent lunch • apology letter
<p>Level Three</p>	<ul style="list-style-type: none"> • severe, intentional disruption (ie. throwing objects, tantrums) 	<ul style="list-style-type: none"> • parent/teacher/child conference • conference with administration • behavior plan (action plan) • personal workplace • special seating arrangement • referral to counselor or appropriate school personnel • loss of privilege • loss of recess • school chore • silent lunch • loss of expedition • apology letter • possible suspension

<p style="text-align: center;">Verbal Harm</p>		
<p>Core Values Addressed: Respect, Cooperation, Kindness</p>		
	<p style="text-align: center;">Behavior</p>	<p style="text-align: center;">Possible Consequence(s)</p>
<p>Level One</p>	<ul style="list-style-type: none"> • Playful Teasing 	<ul style="list-style-type: none"> • teacher/student/peer conferences (role play) • written reflection signed by parent • goal setting
<p>Level Two</p>	<ul style="list-style-type: none"> • Taunting • Hurtful to Others • Repeated level one behavior 	<ul style="list-style-type: none"> • parent notification • removal from activity • written reflection • apology letter
<p>Level Three</p>	<ul style="list-style-type: none"> • Obscene language • Inappropriate language (racial, religious, sexual, ethnic) • Harassment 	<ul style="list-style-type: none"> • parent/teacher/child conference • conference with administration

	<ul style="list-style-type: none"> Provoking Threats Repeated lvl 2 behaviors 	<ul style="list-style-type: none"> behavior plan (action plan) personal workplace special seating arrangement referral to counselor loss of privilege apology letter possible suspension
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Defiance		
Core Values Addressed: Respect, Cooperation, Kindness		
Behavior	Possible Consequence(s)	
Level One	<ul style="list-style-type: none"> Moving Slowly, Isolated Impact Intentionally not working with others Intentional off-task behavior 	<ul style="list-style-type: none"> teacher/student conferences written reflection signed by parent time out of classroom goal setting
Level Two	<ul style="list-style-type: none"> Intentionally Moving Slowly, Classroom Impact Refusing to follow staff directions Repeated level one behaviors Arguing with staff or others 	<ul style="list-style-type: none"> parent/ teacher conference written reflection signed by parent time out of class apology letter loss of recess referral to counselor
Level Three	<ul style="list-style-type: none"> Disrespectful conduct towards staff members or officials Insubordination, disorderly conduct, disobeying school rules or regulations, and/or disobeying directives given by a staff member or school official 	<ul style="list-style-type: none"> parent/teacher/child conference conference with administration behavior plan (action plan) referral to counselor loss of privilege loss of expedition apology letter possible suspension

Lunchroom Accountability		
Core Values Addressed: Responsibility, Respect, Cooperation, Sustainability, Kindness		
Behavior	Possible Consequence(s)	
Level One	<ul style="list-style-type: none"> Talking too loud Talking while lights are out Getting out of seat without permission 	<ul style="list-style-type: none"> warning before silent lunch change proximity as needed

	<ul style="list-style-type: none"> Sharing food 	
Level Two	<ul style="list-style-type: none"> Refusing to follow staff directions Rough housing Repeated level one behavior Taking students' property without permission Running Leaving a messy area 	<ul style="list-style-type: none"> silent lunch table given assigned seating by staff/ teacher written reflection clean up table teacher/ assistant conference
Level Three	<ul style="list-style-type: none"> Lack of self control Throwing food Repeated level two behaviors 	<ul style="list-style-type: none"> parent/teacher/child conference school chore loss of privileges written reflection separate lunch location

Physical Harm To student or staff member		
Core Values Addressed: Responsibility, Respect, Cooperation, Kindness		
Behavior	Possible Consequence(s)	
Level One	<ul style="list-style-type: none"> Unintentional physical harm 	<ul style="list-style-type: none"> teacher/student conferences written reflection signed by parent time out of classroom goal setting apology letter
Level Two	<ul style="list-style-type: none"> Rough housing or play fighting Repeating level one behavior 	<ul style="list-style-type: none"> parent/ teacher conference written reflection signed by parent goal setting contract time out of class conference with administration loss of privileges silent lunch
Level Three	<ul style="list-style-type: none"> Sexual harassment Fighting Hitting Intentional physical harm (i.e. throwing objects) 	<ul style="list-style-type: none"> parent/teacher/child conference written reflection conference with principal

	<ul style="list-style-type: none"> Level 1 or 2 that results in injury 	<ul style="list-style-type: none"> behavior plan (action plan) referral to counselor loss of privilege loss of expedition parent pick-up possible suspension
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**The Museum School of Avondale Estates
2021 - 2022 Accountability Plan
5th Grade**

Mission: The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Core Values: Responsibility Respect Cooperation Sustainability Creativity Kindness

Repeated level one behaviors lead to level two behaviors, and repeated level two behaviors move to level three. The staff member in charge is responsible for contacting parents and/or giving a consequence(s), after consulting with the homeroom teacher or advisor.

DISHONESTY		
Core Values Addressed: Responsibility, Respect, Cooperation, Kindness		
	EXAMPLES	POSSIBLE CONSEQUENCE(S)
LEVEL 1	<ul style="list-style-type: none"> Omission Lying Perjury Copying Work (i.e. homework, classroom assignments) 	<ul style="list-style-type: none"> Reflection Template Dialogue/Verbal Warning Alternate assignment Apology Receive no credit for assignment Parent Contact
LEVEL 2	<ul style="list-style-type: none"> Cheating (i.e. assessments, projects) Plagiarism Forgery Repeated level 1 behaviors 	<ul style="list-style-type: none"> Redoing assignment Alternate assignment Receive no credit for assignment Parent contact Apology

		<ul style="list-style-type: none"> ● ●
LEVEL 3	<ul style="list-style-type: none"> ● Stealing ● Repeated level 1 or 2 behaviors 	<ul style="list-style-type: none"> ● Counselor referral ● Parent contact ● Administrative conference ● Referral to counselor ● Possible suspension ● Replace item ● School Chores ● Apology

VERBAL HARM		
Core Values Addressed: Respect, Cooperation, Kindness		
	EXAMPLES	POSSIBLE CONSEQUENCE(S)
LEVEL 1	<ul style="list-style-type: none"> ● Name calling/Teasing ● Profanity/Offensive Language 	<ul style="list-style-type: none"> ● Reflection Template ● Dialogue/Verbal Warning ● Cool down in another room ● Apology ● Parent Contact
LEVEL 2	<ul style="list-style-type: none"> ● Frequent Level 1 ● Provoking/Instigating ● 	<ul style="list-style-type: none"> ● Parent Contact ● Administrator meeting ● Meeting with a counselor ● Apology
LEVEL 3	<ul style="list-style-type: none"> ● Terroristic Threats ● Obscene Name Calling (Sexual orientation, racial, religious, etc.) ● Harassment/Intimidation ● Bullying/Cyberbullying 	<ul style="list-style-type: none"> ● Parent Contact ● Apology ● Meeting with a counselor ● Possible suspension ● Parent/Administrator meeting ● Administrative discretion

DISRUPTION THAT IMPACTS SCHOOL COMMUNITY		
Core Values Addressed: Responsibility, Respect, Cooperation, Kindness		
	EXAMPLES	POSSIBLE CONSEQUENCE(S)
LEVEL 1	<ul style="list-style-type: none"> ● Lack of self-control ● Off task behavior ● Calling out ● Horse-playing ● Distracting Others ● Talking Back ● Noncompliance of dress code ● Non-compliance with Electronic Device Policy 	<ul style="list-style-type: none"> ● Reflection template with parent signature ● Dialogue/Verbal Warning ● Cool down (away from peers, another room) ● Apology ● Student/teacher conference ● Parent required to pick up electronic device ● Parent contact
LEVEL 2	<ul style="list-style-type: none"> ● Repeated Level 1 ● Argumentative ● Disrespect 	<ul style="list-style-type: none"> ● Parent Contact ● Apology ● Parent/Teacher Meeting

		<ul style="list-style-type: none"> Loss of Privilege/Playing Time/Sport Game Administrator Meeting Referral to counselor
LEVEL 3	<ul style="list-style-type: none"> Extreme defiance/disrespect (i.e. walking away from teacher, aggressive behavior, verbal harm involving an adult, etc.) 	<ul style="list-style-type: none"> Parent/Administrator Meeting Apology Loss of Expedition/Sport/Playing Time Possible suspension Administrative discretion

PHYSICAL CONTACT		
Core Values Addressed: Respect, Cooperation, Kindness		
	EXAMPLES	POSSIBLE CONSEQUENCE(S)
LEVEL 1	<ul style="list-style-type: none"> Throwing objects Horseplay Violation of personal space 	<ul style="list-style-type: none"> Reflection template Dialogue/Verbal Warning Cool down (away from peers, another room) Apology Parent contact
LEVEL 2	<ul style="list-style-type: none"> Inappropriate contact (ex. public display of affection) Repeated Level 1 	<ul style="list-style-type: none"> Parent contact Parent/teacher conference Apology Administrator meeting Meeting with counselor
LEVEL 3	<ul style="list-style-type: none"> Fighting Spitting/Exchange of Bodily Fluid Sexual contact Level 1 that results in injury 	<ul style="list-style-type: none"> Meeting with parent/administration Apology Parent pick-up Administrative discretion Possible suspension Loss of privilege

DISRESPECT FOR PROPERTY		
Core Values Addressed: Responsibility, Respect, Sustainability		
	Examples	Possible Consequence(s)
LEVEL 1	<ul style="list-style-type: none"> Misuse of supplies and materials Lack of responsibility with classroom supplies (i.e. not cleaning up after yourself) Using materials without permission 	<ul style="list-style-type: none"> Reflection Template Dialogue/Verbal Warning Apology Loss of activity participation Parent contact
LEVEL 2	<ul style="list-style-type: none"> Repeated level 1 Damaging/defacing school and/or peer's property 	<ul style="list-style-type: none"> Parent contact Apology Administrator Meeting Repair/replace damages, if possible School chores

LEVEL 3	<ul style="list-style-type: none"> Defacing/destroying school and/or peer's property 	<ul style="list-style-type: none"> Parent/student/administrator meeting Apology Possible suspension Repair/replace damages, as appropriate Community service/School chore
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Lunchroom Accountability		
Core Values Addressed: Responsibility, Respect, Cooperation, Sustainability, Kindness		
	Behavior	Possible Consequence(s)
LEVEL 1	<ul style="list-style-type: none"> Talking too loud Talking while lights are off Getting out of seat without permission Sharing food Leaving a messy area 	<ul style="list-style-type: none"> warning before silent lunch change proximity as needed
LEVEL 2	<ul style="list-style-type: none"> Refusing to follow staff directions Rough housing Repeat of level one behavior Horseplay Running 	<ul style="list-style-type: none"> silent lunch table given assigned seating by staff/ teacher Administrator meeting written reflection clean up table teacher/ assistant conference
LEVEL 3	<ul style="list-style-type: none"> Lack of self control Throwing food Repeated level two behaviors 	<ul style="list-style-type: none"> parent/teacher/child conference community service within lunch room loss of privileges written reflection possible suspension



Appendix C 2021 - 2022 Dress Code and Uniform Policy The Museum School of Avondale Estates

The mission of The Museum School of Avondale Estates is to inspire students, teachers, and the community to collaborate, to develop strong critical thinking, interpersonal, and academic skills in our students.

Parents/guardians are expected to assist and guide students in **following the mandatory uniform dress code policy**. The dress and appearance of the student should always be neat and proper as it reflects both the home and school. The uniform is a symbol of unity, pride, and excellence.

Required School Garments/Learning Expedition Uniform

• **Navy blue TMS logo knit shirt (with khaki bottom) OR Light blue TMS logo knit shirt (with navy bottom)** -- must be purchased from Lands' End- This uniform will be required on learning expedition days, no exceptions. The navy/light blue logo shirt is the only uniform piece your child is required to purchase from Lands' End.

Uniform Options

• Tops:

- Light blue or white Peter Pan blouse (short sleeve and long sleeve, TMS logo optional)
- Light blue, navy, royal blue or white knit collared shirt (short sleeve and long sleeve, TMS logo optional) - Light blue or white button down oxford type shirt (TMS logo optional)

• Bottoms:

- Plaid jumper, skirt or skort (must be purchased from Lands' End)
- Khaki or navy jumper, skirt, skort, walking shorts or pants (all of the above jumpers, skirts, skorts and shorts must be no shorter than 3" above knee when kneeling)
- Khaki or navy walking shorts (flat front, pleated and simple well-fitting cargo styles are permitted, no lower than bottom of knee)
- Khaki or navy pants (flat front, pleated and simple well-fitting cargo styles are permitted)

• Outerwear:

- Navy, black or white cardigan, pullover, or sweater vest (TMS logo optional, **no hoodies or sweatshirts**)
- Navy, black, royal blue or light blue full zip fleece jacket (TMS logo optional)
- Navy or black V-neck cardigan, V-neck pullover, crew neck pullover or sweater vest

• Socks/Shoes:

- White or navy crew socks or knee socks (socks must cover ankles-no sport socks with logos), white or navy opaque or cable tights, white or navy leggings (full-length or capri)
- White, black, or gray canvas or leather tennis shoes (accent colors and/or logo must be white, blue, black, or gray – other accent colors are not allowed including, but not limited to orange, pink, green, yellow, red), Keds white/navy saddle sneakers, navy, tan or brown boat shoes and Merrill type mocs, and black, brown or navy Mary Janes (no boots)
- * Backless shoes (clogs, Birkenstocks, crocs, e.g.), beach shoes, flip-flops, sports sandals, Heelys are not permitted.

• Accessories:

- Belt---navy stretch or black/brown leather or braided
- Small necklaces, simple ring, wristwatch, and tiny, plain, non---dangling earrings (no larger than ear lobe and for safety reasons, no hoop earrings) are permitted.
- Hair accessories in TMS plaid or coordinating colors are permitted, including headbands.
- TMS plaid tie, wristwatches and simple jewelry within reason are permitted

Middle School Uniform Add-ons (optional) Boys and Girls

- Orange polo shirt (must be purchased from Lands' End)
- White or navy Active polo shirt (must be purchased from Lands' End)

Notes and Reminders:

• TMS plaid uniforms, one required light blue TMS logo shirt, and middle grades optional uniform add-ons **must** be purchased from Lands' End. All other items may be purchased either at Lands' End or a retailer of your choosing, but must comply with and match the styles and colors put forth in TMS dress code.

- Please label all of your child's belongings, **especially coats, sweaters, jackets, and cardigans.**
- Students can wear outerwear of their choice. However, outerwear must be removed upon entering the classroom. Jackets, sweaters, and cardigans worn during the school day **must** comply with uniform requirements.
- Families that have conflicts with this dress code based on cultural and/or religious practices should bring their concerns to the Principal immediately.
- Please replace items that are worn.
- Students are not allowed to wear hats or hoods indoors during the school day.
- Please contact the Principal if your family needs assistance with uniform purchasing.

Out of Uniform Days

When an out of uniform day is announced (i.e. Jeans Day, Spirit Day, etc.) students are expected to be neat and well groomed and dressed appropriately.

- Shorts, skirt and skort lengths are to comply with the length guidelines for the school uniform as stated previously under General Uniform Information. Skirts, skorts, shorts and jumpers are to be worn 3 inches from the top of the knee (when kneeling down) or longer.
- Denim jeans or casual slacks are permitted, but should be sized appropriately and should not be torn or worn out.
- Students are not allowed to wear tank tops, spaghetti strap tops, strapless tops, halter---tops, mesh or see- --through tops or short shorts.
- Students' shoes on an out of uniform day must comply with the guidelines stated in the TMS dress code.

Appendix D



The Museum School Commitment to our Community (Family)

The Museum School is committed to the creation and sustainability of a community in which all members feel they belong, are respected and valued. We are striving to cultivate a community in which diversity in all of its forms is embraced, appreciated and celebrated. We believe that this is the best way forward to ensure that we are living up to our mission, our core values, and providing the most equitable environment that will educate and serve the whole child, our parents, staff and community members.

Family Commitment to Community

As a part of this community, I commit to:

- Creating an environment that respects, values and embraces students, staff and families of a variety of diverse backgrounds through intentionality, thoughtfulness and purposeful interactions.
- Pressing into the work of diversity, equity and inclusion by being open to and bravely engaging in conversations related to providing a healthy community in which all feel they belong.
- Demonstrating responsibility for my own learning by inquiring, experimenting, observing and investigating.
- Demonstrating respect for myself and others by understanding that we all learn and operate differently and holding space for those differences.
- Demonstrating cooperation by participating in community conversations and events for families of all backgrounds in order to do my part in upholding and improving the school community.
- Demonstrating sustainability by balancing my family's current needs and the needs of the community, with what is best for the future of the school and other families.
- Demonstrating creativity by identifying opportunities, taking risks, innovating and exploring different ways to support, advocate for, improve and enhance our community.
- Demonstrating kindness in our interactions, conversations and connections with others in order to facilitate a culture of care and concern for others.

Name: _____ Date: _____



The Museum School Commitment to our Community (Students)

The Museum School is committed to the creation and sustainability of a community in which all members feel they belong, are respected and valued. We are striving to cultivate a community in which diversity in all of its forms is embraced, appreciated and celebrated. We believe that this is the best way forward to ensure that we are living up to our mission, our core values, and providing the most equitable environment that will educate and serve the whole child, our parents, staff and community members.

Student Commitment to Community

As a student of this community, I commit to:

- Respecting and caring for other students, staff and families that are the same and different than I am.
- Listening and learning from my teachers and others when we talk about ways to treat others fairly so that everyone feels they belong in our community.
- Being responsible for my own learning about similarities and differences in my community and world.
- Being respectful of myself and others by understanding that we all learn differently and that's okay.
- Being a cooperative part of the community when we have conversations, projects, assignments or events in which we need to work together.
- Thinking about ways to positively impact today and tomorrow.
- Being creative in how I approach my work and any opportunities that come my way.
- Being kind to others by the way I talk and the things I do, so that I can make someone else's day better.

Name: _____ Date: _____

Museum School Handbook Signature Page

Parents/Guardians and Students: please sign and return this page to your child’s teacher no later than Friday, August 28, 2020..

Parents share the responsibility of their child understanding the values and mission of the school and the rules and procedures that flow from those values. We ask that parents/guardians please discuss this handbook with their child and sign this form stating that you have received, have read and have discussed parent/student handbook of The Museum School. Parents/Guardians and students agree to be held to the policies and regulations set forth in this Handbook.

Parent Signature

Parent Signature

Student Signature

Date

GRIEVANCE POLICY AND PROCESS

It is the intention that most conflicts will be resolved via an informal process. In the event that parents, students, teachers, or employees are not satisfied with the resolution, we will refer them to the following Grievance policy and process based upon best practice and DCSD policy and guidelines.

In working together to fulfill its mission, The Museum School will encourage parents, students, teachers, and employees to address and resolve conflicts at the earliest level of the organization.

Definitions:

Grievance - A complaint from any individual within The Museum School (i.e. student, parent, employee) which:

- Sets forth the allegation that there has been a violation of any policy, accepted practices, or state or federal law.
- Specifically identifies the policy, practice, or statute violated.

Grievant - Any individual or group of individuals aggrieved by a decision or condition falling under policy, accepted practices, or state or federal law.

Organizational Level - The level of The Museum School for addressing grievances. The organizational level varies depending on the specific issue. Below is the organizational level matrix used for grievance procedures in this policy:

Organizational Level	Type of Issue	
	Classroom Instruction	Other Operations
Step I	Teaching Staff	Directly Involved Party
Step II	Assistant Principal	Business Manager
Step III	Principal	Principal
Step IV	Governing Board	Governing Board

Grievance Process

Step I: Any individual alleging a grievance is encouraged to resolve the problem, if possible, through an informal discussion with the person(s) directly involved, beginning at the earliest level of organizational structure as outlined above.

- Student's parents should discuss classroom concerns first with classroom teachers.
- Employees should discuss concerns first with directly involved parties.
- When individuals hear complaints or receive formal grievances, they should first make sure that grievant have first attempted in good faith to resolve problems with directly involved persons.

Step II: In the event that the informal discussion with directly involved parties does not resolve the issue, grievant shall file a formal written grievance form with the individual at the next level in the organizational structure. Grievance Forms, developed using the DCSD as a guide, will be available from the business manager or from the Museum School website.

1. The grievance must be filed within ten (10) working days of the date the grievant knew, or should have known, of the circumstances that precipitated the grievance.
2. The responsible individual shall respond in writing, within five (5) working days following receipt of the grievance.
3. If the next responsible party is the Head of School, Step II does not apply and grievant moves to Step III.

Step III: If the response (decision) at Step II does not resolve the problem, the grievant shall forward the grievance to the Head of School to initiate Step III.

1. The Head of School shall investigate the complaint with the parties concerned in the grievance within ten (10) working days of the grievance having been filed at Step II.
2. At the conclusion of the investigation, the Head of School shall render a decision and issue a written report setting forth the Head of School's findings and recommendations for the resolution of the grievance within five (5) working days.
3. The grievance shall be considered resolved if the grievant and the Governing Board accept the recommendations of the Head of School.
4. If no written report has been issued within the time limits set forth in "3" above, or if the grievant shall reject the recommendations of the Head of School, the grievant shall have the right to appeal to the Governing Board for review of the grievance at Step IV.

Step IV: Appeal to the Governing Board

1. A written request for the Governing Board's review of the grievance must be submitted to the Board Secretary within 10 days of the date of the Head of School's report or the expiration of the time limits set forth in Step III.
2. The Governing Board shall review the grievance and the Head of School report, and may hold a hearing.
3. The Governing Board may affirm the Head of School's recommendations, amend the recommendations, or affirm the recommendations in part and amend in part.
4. The Governing Board's written decision shall be issued within 30 working days of receipt of the grievant's written appeal by the board secretary
5. If no written decision has been issued within the time limit set forth in "4" above or if the grievant shall reject the decision of the Governing Board, the grievant shall be free to pursue the Grievance Policy as outlined in the DeKalb County School system's appropriate policy as administered by DCSD Department of Internal Affairs.



2021-2022

**Faculty and Staff
School Operations Manual**

**The Museum School of Avondale Estates
923 Forrest Blvd.
Decatur, GA 30030
404.289.0320
www.themuseumschool.org**

SCHOOL HOURS

Classroom Teachers7:30 am -
3:30 pm

Exploratory and Support Teachersvaried

Instructional Assistants7:30 am -
3:30 pm

Students8:00 am –
3:00 pm

Aftercare3:00 pm -
6:30 pm

STUDENT SCHEDULE

7:30 am - 8:00 am.....Students
Arrive

8:00 am.....School
Begins

10:45 am – 1:58 pmLunch

3:00 pm- 3:30 pm.....Dismissal

ACCIDENTS

STUDENT ACCIDENTS

Any student injured at school should be sent to the clinic, with a note detailing the incident. The school nurse will complete a Google Doc noting the initial incident and detailing the steps taken. In the event the nurse does not contact the parent, **the teacher or staff member in charge should contact the parents prior to the end of the school day.** Check the Google Doc to determine who is responsible for contacting the parent. All student accidents that need treatment must be reported to the front office and a STUDENT ACCIDENT REPORT completed. The Student Accident Report should be sent home via backpack or email the day of the incident. Please carefully monitor all student activities to ensure student safety.

STAFF ACCIDENTS

If you personally have an accident on school grounds or while participating in or sponsoring any school activity, immediately report the accident to the Principal, Operations Manager or Assistant Principal and complete a Workmen's Compensation Form. Please take all precautions to ensure your safety and avoid injury.

ATTENDANCE

STUDENT ATTENDANCE

On a daily basis, please record your attendance electronically by 9:30 am. You must keep a current and accurate record of attendance via Infinite Campus **EACH DAY**. All students that are absent should be marked appropriately in Infinite Campus (IC). As you receive excused absence notes, please send them to the front office. This includes hard copy notes and emails. It is crucial that all absences are recorded correctly.

Students are considered tardy if they are not in homeroom by 8:01 am. Teachers must mark students tardy in the attendance module of IC. Students arriving after the daily attendance report has been submitted will have their record updated by a front office staff member.

If a child is absent three (3) days in a row, or excessively tardy, the teacher must call home and make the Assistant Principal and Counselor aware of the situation. The parents are expected to contact the school when a child is absent. When a student reaches 3 unexcused absences, teachers should report this information to the counselor.

UNEXCUSED ABSENCES

Number of Excused Absences	School Action Per Occurrence
3-5	School refers student to the counselor or the assistant principal who will then meet with the student and/or parent for the purposes of discussing the reasons for absences and signing an attendance contract.

6-7	Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absence from the school.
8+	Counselor will make a referral to the social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFCS, or other agency.

TEACHER ATTENDANCE AND LEAVE REQUESTS

Paid Time Off (PTO) provides full-time teachers and assistants with the flexibility to use time off to meet personal needs, while recognizing individual responsibility to manage paid time off.

Four days of PTO will be earned on September 1, 2018 and six days of PTO will be earned on January 1, 2019.

You will accumulate this specified amount of PTO and it is up to you to allocate how you will use it – for vacation, illness, caring for children, school activities, medical/dental appointments, leave, personal business or emergencies.

If you are going to be out and need a substitute, please contact the Operations Manager (Carla Smith) as soon as possible. You can email 24 hours a day. However, if you have not received a response, please call or text between 6:00 am and 7:00 am or prior to 9:00 pm the night before. Eligible employees may request PTO only after having completed 30 calendar days of service. As soon as eligible employees become aware of the need for time off, they should make a request with the Principal.

Requests for PTO should be submitted in Paylocity for Principal approval at least 48 hours prior to the requested time. However, staff members are encouraged to submit a request for PTO as early as possible. Submitting in Paylocity does not guarantee approval.

Staff members are encouraged to take PTO as needed throughout the school year. PTO requests during the last month of school should be for emergencies or extenuating events only. Staff members that exceed allotted PTO days will have their daily rate deducted from the next paycheck for each excess day.

Lesson plans should be uploaded to a sub plan folder or emailed to the Operations Manager or AP as soon as possible. All classroom and exploratory teachers are expected to **create emergency sub plans and submit them to the Instructional Support Teacher by September 24.**

BEREAVEMENT POLICY

- In the case of the death of an employee's member of their immediate family, the Principal may approve three (3) work days of paid bereavement leave for local relatives and as many as five (5) work days for out of town travel.

- Immediate family means husband, wife, partner, father, mother, son, daughter, brother, sister, grandparents, relatives living in the home with the employee that they are legally responsible for and these same relatives-in-law.
- PTO of one day or less may be requested and granted by the Principal upon the death of individuals not in the employee's immediate family as defined above.
- Employees must submit bereavement leave request in writing to the Principal on a PTO form or via email in emergency cases. Bereavement leave is not charged against the employee's paid time off (PTO) bank. Employees may be required to submit written documentation for the death of a family member.

LEAVING CAMPUS DURING THE DAY

If you need to leave during the day, you MUST have permission from the Principal. PLEASE DO NOT LEAVE CAMPUS WITHOUT PERMISSION.

CAMPUS SUGGESTIONS AND IDEAS

The Museum School appreciates parent, staff, and community involvement, ideas and suggestions. The success of the school is contingent upon strong parental/community involvement. If you have an idea or suggestion, related to the school property or campus, please complete a suggestion form (available through the Principal) and turn it into the Principal. The appropriate board/staff member will explore each suggestion/idea offered. It is critical that the appropriate committee approve all projects associated with the school building and site. Projects should not be initiated until approved.

CORE VALUES

The Core Values of Cooperation, Creativity, Kindness, Respect, Responsibility, and Sustainability will be interwoven into classroom plans and the school-wide plan. Teachers are asked to document specific examples through Explorer Tickets regularly. Class rules and expectations should be built around and reflect Core Values.

CHILD ABUSE

How to Report Child Abuse and Neglect (DeKalb County DFCS)

Protecting Children The job of protecting children starts in the community. While certain people are required by law to report child mistreatment, anyone can make a report of suspected abuse. The sooner the authorities know about a child, the faster they can move to help.

Things to Look For? Children who are maltreated are

- 1 often left home alone,
- 2 in the neighborhood for long periods without supervision,
- 3 frequently hungry,
- 4 dressed inadequately for the weather,
- 5 absent from school frequently,
- 6 bruised or have other marks of physical violence,
- 7 withdrawn or overly aggressive,
- 8 and not receiving needed medical attention.

If a relative, friend or neighbor sees one or more of these signs or suspects that the children are in danger, the situation should be reported to the county Department of Family and Children Services (DFCS).

How to Report? If a child is in immediate danger (obviously being beaten or left alone overnight, for example), the police (911) should be called immediately. In all other cases, contact DeKalb County Child Protective Service at (404) 370-5066.

People who call to report suspected abuse do not have to be sure maltreatment has occurred. They simply report what they have seen or heard. The authorities will investigate and confirm whether or not abuse has occurred. People who call are asked to give the name and location of the child and the name of the suspected perpetrator.

Reports are confidential and those who call do not have to give their name. However, it is most helpful to the child in the long run if the reporter is willing to give his or her name and address and, if necessary, testify in court.

What Will Happen Next? If a child is under age 18 and appears to have been abused or neglected by a parent or caretaker, DFCS will begin investigating immediately. If the child is not in imminent danger, a caseworker will visit the family within 5 days. If the person who makes the original report wants to know what DFCS did, he or she can call the department and find out whether the maltreatment was confirmed.

Who is Required to Report Suspected Abuse or Neglect? Georgia law requires people in certain professions to report. Mandated reporters include physicians, nurses and hospital personnel, school and day care personnel, social workers and counselors, and dentists.

Child Abuse and Mandated Reporting

Mandated Reporters: As teaching professionals, we are ALL mandated reporters. It is imperative that the counselor and/or principal are notified immediately if you have suspicions of abuse. Any suspicion must be reported ASAP but at least within 24 hours (Please notify counselor or principal **as soon as you become aware** of concerns).

A. Please do not send any detailed information via email. If you must email, simply send an email with the subject: **ASAP** and the counselor or principal will come see you immediately.

B. The counselor or the principal will make all reports to DFCS. Because of confidentiality, we cannot share additional information with you. We are doing this for your protection. We will tell you as much information as we can that will help you support the student. The less you know, the better off you are. (As counselors we have the most protection under the law as far as confidential information is concerned).

C. When a child discloses information and you suspect abuse:

1. Listen (preferably away from other students so people don't hear).
2. Do not press for more information. Please tell the student that you think this is something they should talk to the counselor about.
 - a. The counselor will interview the student to acquire necessary information.
 - b. If the student does disclose detailed information to you, please try and remember as much information as possible and relay information to the counselor. If they have given you sufficient information, we do not want to question them again and interfere with any future investigation.
 - c. Please do not ask students questions. If they volunteer the information, please listen, but please do not ask questions or offer opinions. This could interfere if an investigation is necessary.
 - d. Tell them that you are proud of them for talking to you and you will let the counselor know as soon as possible. They may ask you not to tell anyone, but by law you are required to tell, even if it breaks their trust.

Immediately contact the counselor or principal (if counselor is not present) and make a counseling referral if:

- A student mentions abuse in any way
- A student is afraid to go home
- A student mentions wanting to harm self or others
- A student attempts to harm him or her self
- A student mentions a death in the family
- A child reports that they have been witness to domestic violence in their home.

(Do not let the student leave school without the counselor knowing.)

COMMUNICATION

Effective and timely communication with parents and stakeholders is critical. Faculty and staff members are expected to respond to emails and phone messages within 48 hours (business days only).

COPY MACHINE

All staff members will be assigned a code with a specific number of copies. If you need more copies than your approved amount, submit a written request to the Principal. The primary copy

machine is located in the bookroom and a secondary copy machine is located in the upstairs breakroom. These should be used by teachers and staff for school-based copy needs.

LUNCH PROCEDURES

Please check your lunch schedule for exact times, and note that your lunch may vary for special events. Your scheduled lunchtime must be strictly adhered to. The lunch schedule reflects the times students should be entering the cafeteria and later leaving the cafeteria. Please wait with your students who are receiving hot lunch while they are being served for the first two weeks. For the first week of school, classroom teachers and assistants will eat with their students, reinforcing appropriate cafeteria behavior.

It will be necessary to teach your students correct cafeteria expectations. Kindergarten and 1st grade teachers should practice cafeteria procedures with their students prior to the first lunch period. You are invaluable in helping us to maintain a well-run lunch period. Your cooperation by praising and rewarding your students for a job well done and letting them know when they need to work on behavior can do a great deal to change the attitudes of students during lunch.

CAFETERIA EXPECTATIONS INCLUDE:

1. Walk in line.
2. Use a quiet, indoor voice.
3. Only talk to the students at your table.
4. Sit correctly and face the table.
5. Use good manners.
6. Leave the table and floor clean.

Remember that we participate in the Federal Lunch Program and we need to follow their guidelines. No child should ever be forced to eat, but food should be offered. Food should never be withheld as a punishment. Carbonated drinks, candy and glass containers should not be part of a student's lunch. All personnel that handle food **MUST** wear gloves and use proper food distribution utensils.

DISCIPLINE

Classroom management systems should be based on the school's core values and Explorer Expectations. While incorporating these systems, teachers are encouraged to implement plans that are based on their class' needs.

All staff members should actively participate in the writing of Explorer Tickets. In addition, the Accountability Plan is to be carried out consistently by all staff members.

Classroom strategies and consequences, behavior contracts, parent contacts, and guidance counseling should all be attempted and documented prior to requesting assistance from the Principal.

Exploratory teachers should work closely with the classroom teacher in dealing with discipline problems and are expected to maintain their own classroom management

Full recess periods should not be used as a punishment or consequence. If teachers take more than 5 minutes of recess, the instructional support teacher or an administrator should be notified. If a student has shortened recess more than once per week, please contact the student's parents.

DRESS CODE FOR STUDENTS

Uniform guidelines must be consistently enforced. Teachers and assistants must check for uniform compliance as each student enters the classroom. If you have any doubts as to whether a particular article of clothing is allowed, please feel free to send the student to the office or request assistance from the Principal or her designee. If a student's clothing is not in compliance, please complete a uniform slip and send it home with the student.

We may request a change of clothing if the outfit does not comply with our approved uniform. Please pay special attention to student's shoes. Also, as a courtesy, please remind parents and students of upcoming expeditions to ensure that all students wear the correct expedition uniform (pale blue logo shirt and navy bottoms or navy logo shirt and khaki bottoms). The front office will have extra shirts in the front office in the event a student does not have the correct shirt.

DRESS CODE FOR STAFF

All employees are expected to dress in a professional manner. Your compliance with the staff dress code will encourage school spirit, set an example for our students and present a professional image to our community.

Skirts should not be shorter than 3 inches above the knee. Revealing clothing such as leggings are not acceptable and do not portray an appropriate image. Casual flip-flops or other sandals, or tight-fitting clothing are not permitted. Jeans may only be worn on Fridays if the staff member is also wearing a TMS top.

EXPLORER EXPECTATIONS

Explorer expectations are directly taught, modeled, practiced, and celebrated at The Museum School through Explorer tickets and Village Meetings. All staff members are encouraged to model and recognize students demonstrating core values verbally and through an Explorer Ticket.

Cooperation

I will wait patiently for my turn.

I will work quietly so we can all learn.

I will work well in a group using kind words.

I will show self-control with my body and words.

Creativity

I will be a problem solver by exploring and using new solutions.
 I will participate in class by sharing my ideas.
 I will be a risk taker by trying new ideas.
 I will challenge myself to think in new ways.

Kindness

I will show others I care through my words and actions.
 I will reach out to others and help them.
 I will show compassion to others.
 I will treat others the way they want to be treated.

Respect

I will use kind words.
 I will use good manners and a polite voice.
 I will listen to others when they are talking.
 I will listen to and learn from all adults.

Responsibility

I will make good choices.
 I will follow directions the first time.
 I will come to school ready to learn.
 I will use, clean up, and put away materials safely and properly.

Sustainability

I will RETHINK by using our materials wisely (reduce, reuse, recycle).
 I will look for examples of sustainability in my community.
 I will be a model for others and teach them to care for our environment.

I will use all of these core values to help me produce quality work that makes me feel proud.

With these core values I will become a productive learner in our school community.

These values will help me become a contributing citizen of the world.

EVALUATIONS

All instructional staff will be observed using the state's Teacher Keys Effectiveness System. The Teacher Keys Effectiveness System (TKES) consists of multiple components, including the Teacher Assessment on Performance Standards (TAPS), Surveys of Instructional Practice, and measures of Student Growth and Academic Achievement. The overarching goal of TKES is to support continuous growth and development of each teacher.

EMERGENCY PLANS: See [School Safe Plan](#)**EXPEDITIONS & FIELD TRIPS**

Field trips, separate from learning expeditions, can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip, separate from a learning expedition shall be defined as an approved trip away from a school site.

LEARNING EXPEDITION POLICY

All learning expeditions, including local, community, and on-site visits, should be requested through the Museum Liaison and approved by the Principal. The Museum Liaison will share further details on the request process. Learning expeditions should support the learning that is currently happening in the classroom. Every effort should be made to choose expeditions that are high quality and that deepen student learning.

FIELD TRIP POLICY

One field trip per school year may be requested. The trip must align with the school's vision and mission. While parents are not responsible for learning expedition costs, they typically pay all field trip expenses. ALL fundraising activities, for field trips or otherwise, must be pre-approved by the Principal. In an effort to streamline fundraising activities and to help with the collection of funds, please contact the Museum Liaison after your fundraising activity has been approved. The Museum Liaison will discuss further details regarding the fundraising process.

GENERAL

- * All proposed field trips must be reviewed and approved by the Principal, prior to committing to the trip and sharing trip details with parents.
- * All students participating in a field trip must provide, in advance, written permission from their parents to the Principal on a form provided by a Principal. The parent shall be interpreted to refer to either or both parents, to a legal guardian, or to any person in parental relationship to any student.
- * Any information intended for parents and students on an approved field trip must be approved before distribution to parents.
- * Students may be denied the privilege of participating in field trips, social and/or extracurricular activities if said student(s) has been disruptive, violated the student code of conduct or failed to conform to school rules and regulations. The Principal, with documentation and input from the affected staff, shall make the final decision on whether or not the student may participate.

ONE DAY FIELD TRIPS

Student field trips shall be permitted which are necessary to the fulfillment of obligations to the interscholastic athletic and other interscholastic activity program(s), and which do not seriously

interfere with the educational routine of students who must remain in school.

Teachers planning local field trips shall:

1. Schedule each trip with the Museum Liaison, specifying the destination, the method of transportation and the period of absence from school. The Principal must approve the trip prior to scheduling or planning.
2. Make provisions for proper supervision. Parents may be permitted to assist in such supervision. One adult per every five (5) children is recommended for a field trip.

OVERNIGHT FIELD TRIPS

The Principal shall be contacted before the Teacher or sponsor begins to discuss any overnight student field trips. If the Principal should feel that such a trip would be a project worthy of pursuing, a detailed plan of the projected trip, its objectives, the number of chaperones required, and costs(s) should be presented to the Principal before it is discussed with students, parents or community. Once the trip has all of the necessary approvals, the Teacher or sponsor will collaborate with the Museum Liaison to plan and execute the trip.

- * The parents of all students planning to go on overnight trips shall be advised that their son and/or daughter should be properly insured. They should be urged to provide 24 hour or around-the-clock insurance (available through their own agent) to cover their son and/or daughter. Further, an Authorization for Trip Form signed by the parent must be on file at the school for each student in order for him/her to make the trip.
- * On all overnight field trips, a list of all participating students and chaperones, dates of departure and return, itinerary and mode of travel must be submitted to the Principal at least one (1) week prior to departure.
- * Some grade levels, courses, or clubs may opt to participate in overnight/extended trips. Due to the differences in nature, location, and length of overnight/extended trips, specific guidelines, requisites, and policies will be shared with families and students by teachers, sponsors, and/or coaches.

*Depending on the trip, documented discipline and attendance concerns (ie. suspensions, detentions, accountability plan infractions, chronic tardiness/absenteeism, etc.) may determine a student ineligible to participate in an overnight/extended trip. Please be sure to review the trips' requirements and expectations with your child at home. In the event that a student does not meet an expectation and/or is ineligible to participate in an overnight/extended trip, a teacher, sponsor, coach, and/or administrator will inform the family at least a week before the departure. Parents/families in need of financial assistance should contact the principal.

CHAPERONES

When the student group is co-educational, there shall be at least one (1) chaperone of each sex. On all such overnight trips, K-5 students shall be accompanied by chaperones in accordance with the following formula.

10 students or fewer - 2 chaperones

11 to 15 students - 3 chaperones

One (1) additional chaperone for every additional twenty-five (25) students or major portion thereof.

In all instances, at least one of the chaperones must be a member of the school staff.

GEORGIA STANDARDS OF EXCELLENCE

On February 19, 2015, the State Board of Education (SBOE) voted to rename the ELA and Mathematics standards to the Georgia Standards of Excellence (GSE). The recently revised and SBOE approved ELA and Mathematics standards will be implemented beginning for the 2015-2016 school year.

On June 9, 2016, the State Board of Education approved the K-12 Georgia Standards of Excellence (GSE) for Science and Social Studies. The K-12 Science and Social Studies GSE will be implemented during the 2017-2018 school year.

All Museum School teachers will fully implement the GSE as required by the state. Classroom teachers are responsible for creating current maps and instructional calendars, aligned with the GSE.

GRADE RECORDS

All teachers must keep up-to-date, comprehensive grade records through teacher-made templates or spreadsheets or other forms of documentation. Keep grade records current and collect enough information to back up your quarter grades. Grade levels should develop Quarterly Report criteria to be applied during grading periods. In addition to Quarterly Reports, grade reporting on Infinite Campus will occur once per semester. Semester 1 grades will be logged in January and Semester 2 grades will be logged in May.

GRADE LEVEL PLANNING

Teachers are required to meet with their grade-level teammates at least once per week, during their planning. Teams will be expected to complete a grade-level form and upload the document through Google Docs.

HAND-HELD RADIOS

Teachers and assistants will have access to hand-held radios. Please limit the use of hand-held radios to the essential transfer of information.

HOMEWORK POLICY

A general outline follows (by grade) of the time and days suggested for homework. In addition to this, unfinished classwork may also be sent home for completion.

Kindergarten: There will be occasional homework assignments to reinforce the day's lessons. You may also suggest that parents assist their child by reviewing classroom activities and reading to him/her each night. Homework assignments should be brief, interactive, and specifically relate to recent or near future lessons. Homework should not exceed 10 minutes.

First Grade: Students should be provided with leveled texts and related activities to read 10 minutes nightly. Assignments may reflect classroom science, social studies, math, grammar, technology, and phonics concepts. Additionally, unit related projects may be required. Homework should take about 15 minutes, assigned only Monday - Thursday.

Second Grade: Students should have 15-20 minutes of homework, four nights a week (Monday through Thursday), plus daily reading. Homework assignments should incorporate just-right books, relevant math activities, and relevant social studies and science activities.

Third Grade: Students should have 20-30 minutes of homework, a maximum of four nights per week. Homework assignments should incorporate leveled readers, IXL, writing activities, and relevant social studies and science activities. In preparation for the Milestones, students may see an increase in homework during the months preceding the assessment.

Fourth Grade: Homework reinforces the skills taught throughout the duration of 4th grade. Students will engage in 30-40 minutes of homework each day in addition to 20 minutes of uninterrupted reading time.

1. Read 20 minutes Monday through Thursday. Complete reading portion of HW log.
2. Complete 1 reading response question using teacher guidelines.
3. Complete math spiral page Monday - Thursday.
4. Work on fact fluency daily for 10 minutes and log on HW form.

*HW log will need to be initialed by parents nightly and collected by teachers on Friday.

Fifth Grade: Students will have 40-50 minutes of homework, four nights a week (Monday through Thursday). Students should expect to have math practice, unit review questions, and word work weekly. As a part of the 40-50 minutes, students will need to engage in uninterrupted reading in preparation for their monthly book report and reading comprehension questions. On occasion, students will have an at-home project to work on for unit.

Middle Grades: Middle grade students will likely have 60-80 minutes of homework every night. This homework may include practice, reading, studying, projects, and technology based assignments. Students are responsible for recording their homework assignments in their agendas. Long-term assignments are to be completed in smaller increments throughout the duration of the assignment. It is the students and parents' responsibility to allocate time throughout the long term assignment work period.

All Elementary Grades: Parents are encouraged to read with their child for 20 minutes per night.

In addition, home projects are assigned in every grade level throughout The Museum School. Home projects are to be completed by students with the assistance of parents or guardians. Final projects should reflect a student-created product.

ILL CHILDREN

Children who are ill or injured should be escorted to the office. A completed sick pass must accompany the child when he/she is sent to the office. Children are allowed to rest in the office for fifteen (15) minutes. If a longer rest period is necessary, the parents will be called by the school nurse to pick up the child. Also, please remember that we cannot dispense any medication without parental and doctor's approval. Students should never have medicine in their possession.

ALL MEDICATIONS must be administered through the school nurse, or the designated and trained representative. The proper paperwork must be completed and the office is responsible for scheduling and administering all medications. Even aspirin and non-aspirin pain relievers are not allowed without a doctor's note. **If you see medication in a lunch box or backpack, send the medication and the student to the office. Do not administer or hold medicine in your class without specific approval.**

INSTRUCTIONAL ASSISTANTS

The role of an Instructional Assistant is to work with students, individually or in small groups, in order to provide either remediation or enrichment instruction. All Instructional Assistants must be certified paraprofessionals. Assistants will be assigned duties throughout the school day, primarily arrival, lunch, and dismissal responsibilities. Assistants are partners to classroom teachers in providing students with the best possible learning environment.

During Quarter 1, Kindergarten and 1st grade Instructional Assistants must accompany their classes to all Exploratories. After Quarter 1 has concluded, K-1 Instructional Assistants, Classroom Teachers, and Exploratory Teachers should re-evaluate to determine if this time should be extended. 2nd Grade Instructional Assistants, Classroom Teachers, and Exploratory Teachers are highly encouraged to discuss the needs of their classes to determine if support in Exploratories is needed.

INTERNET ACCESS

Students must be supervised when searching the web. The only sites that students' may be allowed to

browse are educationally based sites only. All other sites are prohibited. Teachers are responsible for monitoring students' Internet access at all times.

Refer to the Acceptable Use Policy for Teachers and Students in the parent handbook and the Employee Handbook for Computer, E-Mail, and Cell Phone Usage.

LESSON PLANS

Teachers will upload lesson plans using the provided template through Google Docs on a biweekly basis. Plans should be uploaded by 5:00 pm on the 2nd and 4th Mondays.

MAKE-UP WORK

The student and teacher shall work together to make up any missed assignments, tests, homework, etc., for excused or unexcused absences, up to the specified absence limit.

Immediately upon return to school from an absence, the student shall be given the number of days missed, plus one additional day, to submit the make-up work for full credit.

MONEY COLLECTION

TMSAE accepts checks, money orders, or cash. It is the Teacher's responsibility to collect all money and/or checks and place it in the appropriate envelope, fill out the collection form and send it to the office. Money should not be stored in teachers' classrooms.

PLAYGROUND POINTERS

TEACHERS AND ASSISTANTS MUST ENSURE STUDENT SAFETY THROUGH CAREFUL SUPERVISION OF RECESS ACTIVITIES. Teachers and assistants should be actively supervising students while at recess. Cell phones should not be in use during this time. Create reminders for students regarding playground safety, tying in to core values.

PORTFOLIOS (EXPLORER PORTFOLIOS)

Explorer Portfolios are sent home based on the master calendar schedule, typically every 6-9 weeks. Portfolios reflect the child's progress in class and, through Quarterly Reports, share concerns/questions about the child's performance academically and behaviorally. Portfolios include recent student samples, assessments, writing samples, and additional student work. Once sent home, they are to be signed by the parent and sent back to the Teacher.

PROFESSIONAL DEVELOPMENT PLAN

At the end of the first semester, classroom teachers may be placed on a Professional Development Plan based on student data and classroom observations from Semester 1. Teachers placed on this plan will be provided formal support for up to 8 weeks, with the goal of increasing student

achievement and implementing best practices consistently. Teachers who do not meet the requirements of the plan may not be offered a renewal contract the following school year.

PROFESSIONAL LEARNING

All staff members are expected to participate in professional learning activities. Certified staff members participate in monthly learning communities, logging progress and growth (as aligned with the GA PSC policies related to certificate renewal). All other staff members will participate in school-based professional development workshops, as applicable plus relevant sessions off-campus.

QUARTERLY REPORTS (REPORT CARDS)

Important Tips:

When a report card goes home, it represents YOU, the Teacher, and also the school. Please take great care with such details as spelling, punctuation, handwriting, grammar, sentence structure and neatness. Try to phrase things as positively as possible.

As you fill out your report cards, keep in mind that the chief purposes of this report are:

- To help parents understand the child's progress in relation to the school's objectives.
- To help parents share in planning for future progress.
- To help the child to grow through an evaluation of his habits, attitudes, and achievements.

* General suggestions to keep in mind when writing each report card:

- Be objective, be fair, be kind, be accurate
- Be friendly; be honest.
- Use language you are sure the parents will understand.
- Make positive, constructive comments

Be prepared to justify and explain a grade given (be ready to back up the report card grade with assessments and evaluations). Be honest with parents regarding students' below-grade level performance. If a student is performing below grade level in the 2nd reporting period, notify parents (and document) that the child is not meeting grade-level requirements. Quarterly Report comment boxes should be completed for every quarter. This is a great opportunity to provide comments specific to a child's strengths and areas of growth both academically and behaviorally. One narrative comment per subject area as well as one behavior comment should be included for each quarter.

RESPONSIBILITIES

- Permanent records are to be kept in a child's regular file in the office. They may be signed out by a Teacher, but must be returned before the end of each school day.
- Teachers are expected to help any child who is absent from school to keep up with his/her work
- **ALL STUDENTS MUST HAVE A PASS WHEN THEY LEAVE THE CLASSROOM WITHOUT A TEACHER.** An adult or "buddy" should always accompany Kindergarten and 1st grade children

- Teachers are expected to adhere to all rules set forth by TMSAE.
- **All** celebrations of a personal nature (baby showers, etc.) must be held before or after working hours.
- Personal cell phone usage, including conversations, texting, messaging, etc. should only take place before or after school or during staff lunch breaks.
- **Teachers must have a file for each student in the classroom. This will contain office passes, notes from parents, all student-related documentation, etc.**
- Parent/Teacher/Administrator conferences are to be scheduled before or after school or during planning time. These may not be scheduled during recess.

ROOM PARTIES

The Principal **MUST** approve any classroom parties or celebrations, or any other parties on campus. Healthy food choices are strongly recommended. Soda may not be served in the school at any time - only juice, water and milk are acceptable drinks. Approved parties must take place ONLY during the last hour of the school day, as per Federal Lunch Program guidelines. Class-wide celebrations should be reserved for special occasions and events only. Teachers are not responsible for passing out invitations for parties outside of school hours. If invitations are passed out in the classroom, all students must receive one.

Please be considerate of our diverse student body and ensure that celebrations are inclusive. Individual religious-based holidays should not be celebrated at school nor should parties incorporate songs, symbols, or gestures that represent only one holiday. Teachers interested in teaching about a variety of holidays and celebrations must ensure that the activities are inclusive of a large, diverse group. Please see the Principal if you have any questions.

REMINDERS FOR STAFF

* All staff members MUST swipe their key card upon arriving in the morning and must re-swipe the card upon leaving. Lost/damaged cards should be reported to the Campus Engineer immediately. Staff members who have lost keys and keycards may be subject to a \$20.00 fine.

* The Department of Labor has issued regulations requiring employers to pay overtime to full-time employees who earn less than \$47,476 (Note – the equivalent for our 190 day contract is \$34,694). This regulation will impact some of our "non-exempt staff", primarily our instructional assistants and front office receptionist. Certified staff members do not fall in this category since they are employed in a professional capacity.

Please use the clock-in system to clock in and clock out each time you arrive on and leave campus.

We are asking that assistants and teachers be good stewards of assistants' time on campus and rearrange schedules as needed during busy times. For instance, please plan to create a schedule around Exhibit Night week that ensures task completion but also is practical based on the school's budget. For instance, if 2nd grade teachers and assistants decide to stay until 5:00 pm on the

Monday before Exhibit Night, then assistants should, within the same week, leave early for a 1.5 hour period.

K-5 teachers and assistants, moving forward, please work together to determine your needs outside of 7:30 - 3:30 pm, as it relates to upcoming events, especially Exhibit Night. Then, develop a schedule that meets these needs and incorporates earned flex time. Please present your plan to me one week prior to implementation. Please see below as an example.

Kindergarten example:

Monday, Dec. 11 - Abernathy & Smith assist with EN prep 3:30 - 4:30

Tuesday, Dec. 12 -Abernathy & Smith leave 30 minutes early

Wednesday, Dec. 13 - Abernathy & Smith arrive 30 minutes late

We are not trying to prevent over-time; we are just trying to be thoughtful with time and schedules so that we are compliant with the law and we are spending within our school's budget.

Staff meetings and Learning Communities are optional for assistants. Assistants that stay for these meetings should record their time on provided logs and will be compensated for their time.

Keep in mind with this new rule, over-time is only applied when an employee has *worked* more than 40 hours in one week. One week is Sunday – Saturday and all hours worked over 40 hours are eligible for over-time. For this reason, staff members will be expected to clock in and out on all occasions in which he/she is not working and these non-working hours will not apply to the 40 hour work week. Additionally, if a "non-exempt" staff member works less than 40 hours, the difference will be deducted from their PTO bank.

Here are a couple of examples:

An Instructional Assistant - Allison - needs to leave at 1:30 pm on a Thursday afternoon for an appointment but works 7:30 - 3:30 pm every other day. Allison worked only 38 hours this week. While she will receive the full paycheck, 2 hours of PTO time will be deducted from her PTO bank.

An Instructional Assistant - Joe - stays until 4:30 pm for the Monday staff meeting and comes in at 9:00 am on Friday because of a dentist appointment. Though Joe stayed an extra hour on Monday, he came in 1.5 hours late on Friday, making his weekly hours 39.5. While he will receive the full paycheck, .5 hours of PTO time will be deducted from his PTO bank.

Assistant Erika leaves on Friday Early Release Day at 1:00 pm but works 7:30 - 3:30 pm every other day of the week. Erika will have worked 37.5 hours. 2.5 hours will be docked from her PTO bank.

If you expect to work over 40 hours (and not build in flex time), please see Mike prior to working these hours. Please don't attempt to make them up by simply staying late without a specific project in mind. For example, if you leave at 11:30 one day, please don't make up the time without consulting with

the classroom teacher you work closest with and Mike.

* Teachers should actively greet the children from 7:45 – 7:55 am in the classroom, to begin the academic school day promptly at 8:00 am.

*** It is the obligation of every teacher to be with his/her class at all times.** Teachers/Assistants must accompany their children to and from lunch and special activities and it is imperative to be on time.

* Each teacher should have posted in their classroom: Daily schedule, Fire drill map, Tornado drill information, Core Values

* Leaving the campus during working hours without permission is **prohibited**.

* All telephone calls should be brief and related to school business. Please remember that we have a limited number of phone lines for the entire school.

* During the course of the year, all staff members are expected to attend Open House, Curriculum Night, and all Exhibit Nights. Staff members are strongly encouraged to, when possible, attend additional programs such as musicals and PTO events.

*** Copies of all parent correspondence, outside of routine updates and announcements, concerning the grade level or whole student body must be submitted to administration before sending home.** Any letter concerning a serious issue about an individual student must also receive prior approval from the Principal before being sent home.

* Anyone needing a substitute should contact the Assistant Principal as soon as possible.

*** Teachers should check their mailboxes in the upstairs break room two times per day.**

* Please keep your classrooms neat and orderly and attractive.

* Classroom bulletin boards should reflect the children's work and must be changed **monthly**. Calendar displays are an exception.

SOCIAL MEDIA POLICY

As an employee of The Museum School, your actions and words represent the entire institution. You are a valued member of the local and greater communities and your opinions and responses are highly respected. As we continue to work together towards the same common goals and mission, it is critical that we remain united internally and externally.

Social media criticism of students, parents, fellow staff members, community members, etc.

undermines our school's and staff's sense of community and morale. For this reason, any post, comment, statement, etc. that reflects negatively upon the school is prohibited.

All posts, tweets, and any/all social media outlets should not reflect negatively upon nor show criticism towards The Museum School entity as a whole - including practices, procedures, the student body, faculty and staff members, parents, and board members.

Teachers and staff are strongly encouraged to create unique, password-protected TMS class or grade pages, blogs, and accounts for parent communication as opposed to using personal, individual accounts. Teachers are expected to obtain photo release forms for blogs, social media outlets, etc.

SOFTWARE INSTALLATION

If you have software that you would like to install on your classroom computers or laptop, you must submit the request in writing to the Technology Support Specialist. You may not install any software yourself. There is no software pirating. This means that any software that is installed on a TMSAE computer must be purchased for our school and belong to us. We encourage teachers to utilize their laptops to their fullest extent for school business only!

SCHEDULE

All teachers should develop and post a daily classroom schedule. Daily schedules should be submitted to Administration before the start of the school year and all revisions should be resubmitted. In order to best meet the needs of students, occasional revisions in the teacher's schedule are expected. Please communicate these changes in advance to an administrator.

SCHOOL OFFICE

Visitors get their first impression of our school from what they hear and see in the office. Please avoid conversation in the main office about students and other school business.

If you send a student to the office during school hours for any reason, please complete an office pass and send it with the child. A note, stating the purpose for the front office visit, should accompany the student.

STAFF CHILDREN

It is imperative that during contract hours, staff members are fully devoted to TMS duties and responsibilities. For this reason, staff members are expected to make childcare arrangements on professional learning days including pre-planning, post-planning, and PL days throughout the school year. Staff children are allowed to remain under their parents' supervision after school is dismissed. Children of staff members are to be in designated locations at all times and should not under any circumstances travel through the school unsupervised. Exceptions to this policy may be granted in extenuating circumstances; please seek approval from the Principal, in advance, in these situations.

For all staff meetings, LC meetings, etc., staff members with children are asked to find childcare or another school location for their child(ren) to wait during meetings. Often, topics discussed at staff meetings are sensitive and not appropriate for children and adolescents. Connect, our after school program, will offer free childcare during Staff Meetings. Connect will share more details regarding registration and other discounts for staff members.

Please be sure that staff-intended snacks, meals, etc. are reserved for staff members only. This includes meeting snacks, shower refreshments, PTO sponsored meals, etc. Please contact the Principal for further clarification.

SUPERVISION

Teachers should **never** leave the classroom unattended. Your class may be covered by the Instructional Assistant or other staff member, if necessary. Contact the office to request someone to cover your room if you are unable to find someone.

Teachers or Instructional Assistants will escort their students to all activities and the cafeteria. You are to stay with them until the adult in charge takes over. You will also pick them up in the same area. Please be on time! Remember that lining up and walking in line properly takes time. Please allow for that time in planning.

Teachers are responsible for following OSHA guidelines. Cans and jars containing dangerous items should be kept out of the reach of students. These items should be kept in closets on the top shelf. There should be no paper cutters out on the counter in the classrooms.

Technology equipment should not be left unattended and/or unsecure. **Students should never be responsible for transporting A.V. equipment or technology equipment.** Students should never carry materials to or from a teacher's car.

Keep doorways clear. There must be a minimum of three (3) feet clearance at the doorways to satisfy fire codes. You will want to keep this in mind when you are arranging the furniture in your room. Please do periodic safety spot checks of your room. Report any safety hazards either in your classroom or ANYWHERE in the school to the office.

SUPPLY REQUESTS

* **General supply items**, specifically for use by the teacher, will always be available in the front office workspace. Additional generic supplies can be requested through the request form. These supplies do not come out of your classroom budget. Full class sets of materials should be purchased through your classroom budget funds.

* All other **specific items for your classroom** should be purchased through your individual classroom budgets (\$250 available now and \$250 available in January) or unit budgets (\$100 per unit per teacher). Keep in mind all materials purchased with school funds are school property.

* Reimbursement is for items that you have purchased and are seeking reimbursement. Reimbursement requests should be approved by the Principal prior to submitting.

* All purchase and reimbursement requests should be submitted through the Procurify system. If you need assistance with creating a submission, please contact the Operations Manager.

Remember, that all items purchased with school funds, or to be reimbursed with school funds, must be pre-approved by the Principal.

STAFF INVOLVEMENT IN DECISION MAKING

In order for The Museum School of Avondale Estates to accomplish its stated mission it is important for teachers and staff to participate in decisions affecting the resources, programs, and policies of our school community. The knowledge, understanding, and wisdom of those who teach our children each day are the most valued resource in school-based decisions.

PROCEDURES: Teachers, facilitated by the Principal, will be responsible for building grade-level meeting agendas, problem identification, and problem solving. Input will be sought from individuals and grade levels.

Leadership, Data, and EDI committees, facilitated by the Principal, will be responsible for making recommendations on school wide goals and objectives. Individual teachers will be involved in self-selected committees and responsible for recommending decisions to the faculty.

PARAMETERS: TMSAE and school policies, procedures, and guidelines will serve as the framework for decisions. For the purpose of efficiency, some decisions will naturally be made by the administration. However, any of those are always open for discussion. Every attempt will be made to include each person to be affected by decision prior to implementation.

BOOKROOM/BREAKROOM

The book room and break room spaces are for adults only. At no time may students enter this room unless accompanied by an adult. Students are not permitted to eat lunch in the break room under

any circumstances. **Students may not check staff mailboxes or run errands for staff including retrieving lunches, water etc.**

TEACHER PLANNING DAYS

TMSAE provides employees the opportunities for planning, organization, report cards, staff development and record keeping. During designated planning days, Teachers are able to leave campus for lunch for a maximum time of 1 hour.

Teachers' and assistants' hours are from 7:30-3:30 unless otherwise stated by the Principal. Attire should be comfortable but professional as visitors may be touring the school during work days or holidays.

INTERNET ACCESS

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Technology Policy & Troubleshooting

All staff members should read, sign, and return the Technology Employee & Acceptable Use Policy (Appendix 1) to our Technology Specialist. Any troubleshooting or tech support requests should be sent to tech@themuseumschool.org.

VISITORS

All visitors MUST check in with the office and receive a visitor's badge. If you are expecting a visitor, please let the office know ahead of time so that it will not be necessary to disrupt the class to announce their arrival.

If a visitor comes to your class without a badge, please send them to the office. Please be aware of visitors and others on campus. All visitors must wear a badge. Please escort any person without a badge to the front office immediately.

WITHDRAWALS

When a parent notifies you that a student will be withdrawing, please inform the Registrar as soon as possible. Be sure that the child has turned in all school property before he/she leaves the school.

APPENDIX:

- 1- Technology Employee & Acceptable Use Policy
- 2- Commitment to Excellence

Appendix 1: TMSAE Employee Use of Technology Policy and Ethics Agreement

1.1 Computer Software (Unauthorized Copying)

TMSAE does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights including the right to make and distribute copies. Title 17 of the U.S. Code states that "it is illegal to make or distribute copies of copyrighted material without authorization" (Section 106). The only exception is the users' right to make a backup copy for archival purposes (Section 117).

The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless the manufacturer does not provide a backup copy. Unauthorized duplication of software is a federal crime. Penalties include fines up to and including \$250,000 and jail terms of up to five (5) years.

Even the users of unlawful copies suffer from their own illegal actions. They receive no documentation, no customer support, and no information about product updates.

1. TMSAE licenses the use of computer software from a variety of outside companies. TMSAE does not own this software or its related documentation and, unless authorized by the software manufacturer does not have the right to reproduce it.
2. With regard to use on local area networks or on multiple machines TMSAE employees shall use the software only in accordance with the software publisher's license agreement.
3. TMSAE employees learning of any misuse of software or related documentation within the company must notify their supervisor or TMSAE legal counsel immediately.
4. According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages and criminal penalties, including fines and imprisonment. TMSAE employees who make, acquire, or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include termination.
5. If you have software that you would like to install on your classroom computers or laptop you must submit the request in writing to the Information Technology department. You may not install any software yourself.

1.2 Telephone, Computer, Electronic Mail, and Voice Mail Usage Policy

TMSAE makes every effort to provide the best available technology to those performing services for TMSAE. In this regard, TMSAE has installed at substantial expense, equipment such as telephones, computers, Interactive boards, projectors, electronic mail, and voice mail. This policy is to advise those

who use our business equipment to access and share of computer-stored information, voice mail messages and electronic mail messages created.

This policy also sets forth policies on the proper use of the telephone, computer, voice mail, and electronic mail systems provided by TMSAE. TMSAE property, including telephones, computers, electronic mail and voice mail, should only be used for conducting company business. Incidental and occasional personal use of company computers and our voice mail and electronic mail systems is permitted, but information and messages stored in these systems will be treated no differently from other business-related information and messages, as described below.

The use of the electronic mail system may not be used to solicit for commercial ventures, religious or political causes, outside organizations, or other non-job-related solicitations. Furthermore, the electronic mail system is not to be used to create any offensive or disruptive messages. Among those which are considered offensive, are any messages which contain sexual implications, racial slurs, gender-specific comments, or any other comments that offensively address someone's age, sexual orientation, religious or political beliefs, national origin, or disability. In addition, the electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization.

TMSAE provides certain codes to restrict access to computers, voice mail, and electronic mail. To protect these systems against external parties or entities from obtaining unauthorized access; employees should understand that these systems are intended for business use, computer information, voice mail, and electronic mail messages are to be considered as company records.

It is strictly prohibited to share any password/code used for TMSAE system and devices. Individual's laptop and Wi-Fi credentials are not to be shared with another staff member, student, or parent. TMSAE also needs to be able to respond to proper requests resulting from legal proceedings that call for electronically stored evidence. Therefore, TMSAE must, and does, maintain the right and the ability to enter into any of these systems and to inspect and review all data recorded in those systems. TMSAE reserves the right to obtain access to all voice mail and electronic mail messages left on or transmitted over these systems. Employees should not assume that such messages are private and confidential, that TMSAE and its designated representatives will not have a need to access and review this information. Individuals using TMSAE's business equipment should also have no expectation that any information stored on their computer - whether the information is contained on a computer hard drive, computer disks or in any other manner will be private.

TMSAE has the right to but does not regularly monitor voice mail or electronic mail messages. TMSAE will however, inspect the contents of computers, voice mail or electronic mail in the course of an investigation triggered by indications of unacceptable behavior. The contents of computers, voice mail, and electronic mail, properly obtained for some legitimate business purpose may be disclosed by TMSAE if necessary within or outside of TMSAE. Given TMSAE's right to retrieve and read any electronic mail messages such messages should be treated as confidential by other employees and accessed only by

the
intended recipient.

TMSAE's Board will review any request for access to the contents of an individual's computer, voicemail, or electronic mail prior to access being made without the individual's consent. Any employee who violates this policy or uses the electronic communication systems for improper purposes may be subject to discipline, up to and including termination.

Email is the primary mode of communication for the school and for parents. Team Members are expected to check email daily and respond to email requests in a timely manner (Monday – Friday). Please use your TMSAE email or other approved private teacher site to communicate with students and parents.

1.3 Telephone Use

When at work and on duty, telephones are to be used for school/job-related purposes and for personal emergencies use only. Personal emergencies are interpreted as critical quality of life activities. For example, communicating with physicians medical labs regarding health advisement issues, lab tests; relating to yourself or a member of your immediate family. To avoid misunderstandings regarding personal emergency calls it is advisable to alert your supervisor regarding any special circumstances that may require personal use of business/cell phones unless speaking directly to a parent.

Cellular phones should only be used during planning periods or at times when students are not present. Please note: Cellular phones should be kept on vibrate or silent at all times this.

1.4 Property/Computer Distribution and Use Policy

All TMSAE's property issued to you including all documents, records, data, notebooks, notes, reports, proposals, lists, correspondence, specifications, drawings, blueprints, sketches, materials, donor choose items, other documents or property, or reproductions of any aforementioned items, computer equipment, keys, petty cash, and all other property belonging to school must be returned to TMSAE at the time of your exit.

See Donor Choose policies at <https://help.donorschoose.org/hc/en-us/articles/203139017-DonorsChooseorg-Materials-Ownership-Policy>

You may be held responsible for any lost or damaged items.

1.5 Technology

- All employees are responsible for appropriate technology use of the school's computing network services and resources for the sole purpose related to their employment. This use is a privilege that can be revoked and sanctioned at any time.
- All employees should know that computer files, data, email and voice mail are not private and are

subject to monitoring to insure the security and integrity of the system.

- Employees should obey the school's computing and technology policies and regulations. Failure to do so

will cause disciplinary action, revocation of the user account, and legal action as appropriate.

- The school's administrative team will provide to all employees using the network copies of related policies, regulation and school guidelines.
- Employees are responsible and accountable for receiving scheduled training and staff development.
- Employees should keep personal account numbers, home addresses and phone numbers private.
- Employees will use the system only under the account provided through the school.
- Employees will not use the system for personal gain, advertisement, political, and commercial use.
- Employees will follow copyright law and will not engage in unethical practices forbidden by the school or the law. Copyright material may be downloaded for personal use only in accordance with copyright law.
- Employees will not use the system to transmit obscene, threatening, disruptive or sexually explicit material.
- Transmission of dangerous information that can cause bodily harm, harassment and defamation is strictly prohibited.
- Vandalism including uploading, downloading, creating computer viruses, and malicious attempts to destroy or disrupt school equipment, data, or any other user; will result in the cancellation of user privilege. School disciplinary action and legal prosecution will be enforced.
- Employees will not read other user's email, files, or interfere with other user's ability to transmit and receive email. Employees will not try to delete, copy, modify, or forge other user's mail, data, or files.
- All employees will report any breach of security or abuse of the network to the appropriate staff.

1.6 Ethics Statement

- Employees will only use the network and services for TMSAE employment.
- Authorized functions will include: log on identification, password, workstation identification, user identification, and file's protection procedures.
- Employees will not disclose sensitive and security information related to the system and will not release or share unauthorized and personal information about others or themselves over the system.
- Employees are responsible to know the policies related to the ethical use of e-mail
- Employees agree to follow all laws; policies and procedures related to security, copyright, privacy, licensing, and computer ethics rules as described under the school guidelines.
- Any policy violation with the terms of this agreement is the employee's responsibility to report through appropriate channels.
- Employees understand the terms of this agreement and accept responsibility for following the school's ethics code for technology use. Furthermore, employees who should violate this agreement will be subject to disciplinary action and possibly legal prosecution.
- Students must be supervised when searching the web. The only sites that students' may be allowed to browse are educationally based sites only. All other sites are prohibited. Teachers are responsible for monitoring students' Internet access at all times.

2.1 Policies and Procedures in the event of Lost /Stolen or Damaged Computer Equipment

- The purpose of this document is to establish policy and set procedures to follow in the event of lost, stolen, or damaged TMSAE equipment.
- Each TMSAE teacher/guardian is responsible for all technology assigned to their classroom. The objectives of this document are 1) to insure appropriate classroom management and accountability for the school's assets 2) to establish the procedural steps for teacher/guardian of TMSAE equipment to follow in the event of lost, stolen, or damaged computer equipment.

2.2. Lost or Stolen

- Should loss or theft of computer equipment or any technology device occur the teacher/guardian of the asset should notify their immediate supervisor of the incident. The teacher/guardian must also report the incident immediately to the Information Technology department.
- The Information Technology department will work with the teacher/guardian regarding the process of replacing computer equipment if the item is not recoverable. If the lost or stolen asset is leased the Information Technology department will also inform the leasing company.
- In the event of lost or stolen equipment while off-campus, it is the responsibility of the teacher/guardian to either replace or reimburse the school.

2.3 Damage

- If computer equipment is damaged it should be reported immediately to the Information Technology department. The teacher/guardian of the equipment may be charged for the repair if the damage is not covered under warranty. If a system was damaged beyond repair the fair market value of the machine, as determined by the school's Principal and or Assistant Principal will be charged to the teacher/guardian.

2.4 Negligence

- In cases of negligence the school will seek reimbursement from the teacher/guardian to cover the cost of repair or replacement (cost of new machine).
- If a student breaks TMSAE's assets the teacher/guardian must follow all procedures, but the student will be responsible for repairs or replacement. If students breaking TMSAE equipment becomes a repeated problem under the same teacher/guardian's supervision the teacher/guardian may be held accountable for repairs and replacement.
- If the computer was lost, stolen, or damaged while the teacher/guardian was traveling the teacher/guardian should immediately make a report to the local authorities, obtain a police report, and follow steps of a lost or stolen piece of equipment.
- Staff members who have lost keys and keycards will be subject to a \$20.00 fine.

3.1 Personal Devices

- Upon signing this agreement, each individual must submit their device to the technology committee to be granted wireless access.
- Laptop computers and other devices must have up to date virus protection installed by the owner of the

computer.

- The wireless access is provided for the convenience of the faculty and staff members only.
- NO STUDENTS may use the device while it is connected to the TMSAE wireless network.
- Children of faculty/staff or board members MAY NOT use the wireless network to connect to the Internet while using the device and should not be given the password.
- Any illegal or unethical activities are strictly forbidden, and should such activity occur, TMSAE will not be held responsible.
- Accessing inappropriate material is strictly forbidden and again TMSAE will not be held responsible for such action.
- User must submit to occasional software inspection on all laptops or devices connecting to the wireless network.
- Should any user require access to files stored on TMSAE's internal network server (ex: Files stored in the public folder, personal files stored in My Documents on the desktop computers and files stored in the Student/Teacher folder) additional changes may need to be made at the owner's expense.
- Failure to abide by these guidelines will result in termination of access to the wireless network.

Appendix 2 - The Museum School Commitment to our Community (Faculty/Staff)

The Museum School is committed to the creation and sustainability of a community in which all members feel they belong, are respected and valued. We are striving to cultivate a community in which diversity in all of its forms is embraced, appreciated and celebrated. We believe that this is the best way forward to ensure that we are living up to our mission, our core values, and providing the most equitable environment that will educate and serve the whole child, our parents, staff and community members.

Faculty/Staff Commitment to Community

As a faculty/staff member of this community, I commit to:

- Creating an environment that respects, values and embraces students, staff and families of a variety of diverse backgrounds through intentionality, thoughtfulness and purposeful interactions.
- Pressing into the work of diversity, equity and inclusion by being open to and bravely engaging in conversations related to providing a healthy community in which all feel they belong.
- Demonstrating responsibility for my own learning by inquiring, experimenting, observing and investigating.
- Demonstrating respect for myself and others by understanding that we all learn and operate differently and holding space for those differences.
- Demonstrating cooperation by working with my colleagues of all backgrounds to promote the best learning experience for our school community.

- Demonstrating sustainability by balancing my current needs and the needs of the community, with what is best for the future.
- Demonstrating creativity by identifying opportunities, taking risks, innovating and exploring ways to be a leader in cultivating, shaping and positively impacting our school community.
- Demonstrating kindness in our interactions, conversations and connections with others in order to facilitate a culture of care and concern for others.

Name: _____ Date: _____

**Museum School Operations Manual
Signature Page**

Staff: please sign and return this page to the principal no later than Wednesday, August 4, 2021.

Staff members should have a thorough understanding of the values and mission of the school and the rules and procedures that flow from those values. We ask that you review this handbook in its entirety and sign this form stating that you have received and have read the employee handbook of The Museum School. Staff members agree to be held to the policies and regulations set forth in this Handbook.

Staff Name

Staff Signature

Date



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
8/9/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Siegel Insurance Inc 2987 Clairmont Rd Suite 425 Atlanta, GA 30329	CONTACT NAME: PHONE (A/C, No, Ext): (404) 633-6332 FAX (A/C, No): (404) 633-9388 E-MAIL ADDRESS: info@siegelinsurance.com
INSURER(S) AFFORDING COVERAGE	
INSURED	NAIC #
Avondale Education Association, Inc. dba The Museum School of Avondale Estates 923 Forrest Boulevard Decatur, GA 30030-4730	INSURER A : Philadelphia Insurance Company 18058 INSURER B : Graphics Arts Mutual 25984 INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input checked="" type="checkbox"/> OTHER: Abuse & Molestation			PHPK2300452	8/9/2021	8/9/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 Abuse & Molesta \$ 1,000,000
A	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK2300452	8/9/2021	8/9/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB777266	8/9/2021	8/9/2022	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y / N <input type="checkbox"/> N / A If yes, describe under DESCRIPTION OF OPERATIONS below			5144202	5/26/2021	5/26/2022	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
A	Professional Liab			PHPK2300452	8/9/2021	8/9/2022	Prof Liability \$ 1,000,000
A	Directors & Officers			PHSD1639507	8/9/2021	8/9/2022	Employment Practices \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER DeKalb County School District 1701 Mountain Industrial Blvd Atlanta, GA 30083	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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Exhibit 17

Education Service Provider Contracts

Not Applicable

The Museum School does not contract nor does not intend to contracts with a CMO,EMO, ESO, etc.

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.

 8/9/2021
Governing Board Chair Date

Exhibit 19

Letters of Intent

Not Applicable

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GROUND LEASE

THIS GROUND LEASE (this "Lease"), made and entered into as of the 14 day of November 2011 ("Effective Date"), by and between the **DeKalb County School District** (hereinafter referred to as "Landlord") and **The Museum School of Avondale Estates**, a Georgia non-profit corporation and State of Georgia Local Education Agency, with an address of P.O. Box 117, Avondale Estates, Georgia 30002 (hereinafter referred to as "Tenant").

ARTICLE I
DEMISE OF PREMISES

For and in consideration of the covenants and agreements contained herein and other valuable consideration, Landlord shall lease to Tenant, upon the following terms and conditions, those certain premises (the "Premises") commonly known as 923 Forrest Blvd., unincorporated DeKalb County, Georgia, as more particularly described on Exhibit A attached hereto and by this reference made a part hereof. The Premises shall include all improvements, fixtures, and appurtenances on and to the property described on Exhibit A hereto; provided, however, that any improvements constructed, or caused to be constructed, by Tenant shall be owned by Tenant until the expiration or earlier termination hereof. After the expiration or earlier termination of this Lease, Tenant shall not remove any improvements, fixtures, or appurtenances on the property that would permanently damage the Premises. The parties acknowledge that as of the Effective Date of this Lease, the Premises consist of the Forest Hills Facility, which contains buildings that total approximately 68,452 square feet of space and 11.7 acres of land.

ARTICLE II
INSPECTION PERIOD

Tenant shall have a period of ninety (90) days from the Effective Date (such period referred to as the "Inspection Period") in which to conduct with respect to the Premises whatever tests, investigations, and inspections Tenant may deem appropriate in connection with Tenant's intended use; provided, however, that Tenant shall restore the Premises to the condition in which they existed prior to such testing in the event Tenant should terminate this Lease for any reason prior to the Commencement Date. Tenant may terminate this Lease for any reason or no reason at all without penalty at any time prior to the expiration of the Inspection Period upon delivery of written notice of the same to Landlord. Upon such timely termination, neither party shall thereafter have any obligations hereunder (except for the foregoing obligation on the part of Tenant to restore the Premises, which obligation shall expressly survive such termination).

ARTICLE III
TERM

3.1 Term. The initial term of this Lease (the "Initial Term") shall commence on Sunday, July 1, 2012 (the "Commencement Date") and expire on Thursday, June 30, 2022 (the "Initial Term Expiration Date"), unless extended as hereinafter provided for. The parties acknowledge and agree that the Initial Term is preconditioned upon the continuing validity (and

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renewal, if applicable) of Tenant's educational charter; provided that if the charter becomes invalid, this Lease shall automatically terminate upon the expiration or revocation of Tenant's charter. Notwithstanding the foregoing, Landlord hereby grants Tenant the right to access the Premises from and after the Effective Date hereof for purposes of commencing and pursuing renovations, installing equipment and furnishings, and otherwise preparing the Premises for the 2012 – 2013 school year. Such early access shall otherwise be upon the same terms and conditions as contained herein.

3.2 Extension Options. Tenant shall have two (2) successive five (5) year extension options (each such option being herein sometimes referred to as an "Extension Option") after the Initial Term to extend the term of this Lease (each such five (5) year term being herein sometimes referred to as an "Extension Term"). Provided Tenant is not then in default of any term or condition of this Lease (beyond any applicable notice and cure period), Tenant may exercise each Extension Option by delivering written notice to Landlord no less than three hundred sixty (360) days prior to the expiration of the then-current Initial Term or Extension Term, as the case may be. Should Tenant elect not to extend the term of this Lease, the term of this Lease shall terminate and expire upon the expiration of the then-current Initial Term or Extension Term, as the case may be.

If the Extension Options (or any of them) are exercised, the term of this Lease shall be automatically extended for the applicable five (5) year Extension Term, upon all of the same terms, conditions and covenants as set forth herein, without the requirement of any further instrument to evidence such extension.

The Initial Term, together with any Extension Term(s), may collectively be referred to as the "Term".

3.3 Termination Rights.

- (a) Landlord may terminate this Lease at anytime during the Initial or Extension Term(s) upon at least eighteen (18) months' advance written notice to Tenant should Avondale Elementary School and/or Midway Elementary School become filled to one hundred and fifteen percent (115%) of their capacity as listed below (the "Trigger Event"). In the event Landlord exercises the termination right granted under this paragraph, a termination fee ("Termination Fee") equal to the unamortized cost of any capital improvements made by Tenant at an interest rate of 4.5% over the term will be due from Landlord. Said Termination Fee will be payable to Tenant in two installments: (i) 50% at the time Landlord exercises its termination right, and (ii) 50% at the time of the actual termination of this Lease. Notwithstanding the foregoing, the termination right granted in this paragraph shall be inapplicable, null and void in the event the Trigger Event is precipitated by the closure of Avondale Elementary School and/or Midway Elementary School. For the sake of clarity, the parties stipulate that, as of the Effective Date hereof, the capacity of Avondale Elementary School is 688 students and the capacity of Midway Elementary School is 765 students. The foregoing capacity numbers are subject to change in the event the respective facilities are enlarged.

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- (b) Landlord may terminate this Lease effective at any time beyond the Initial Term for any reason by delivering advance written notice to Tenant no less than eighteen (18) months prior to the date set forth in the notice for termination. Said notice may be given prior to the expiration of the Initial Term, but shall not be effective until the Initial Term has first expired. In the event Landlord exercises the termination right granted under this paragraph, the Termination Fee will be due and payable by Landlord to Tenant in two installments: (i) 50% at the time Landlord exercises its termination right, and (ii) 50% at the time of the actual termination of this Lease.
- (c) Landlord may terminate this Lease at any time should Tenant breach any material term of the Lease, which breach is not cured within thirty (30) days following Tenant's receipt of written notice of the same (or, if such failure cannot be corrected within such thirty (30) day period, if Tenant does not commence to correct such default within said thirty (30) day period and thereafter diligently prosecute the correction of same to completion within a reasonable time). No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.
- (d) In addition to Tenant's rights under Article II above, Tenant may terminate this Lease at any time by delivering eighteen (18) months' advance written notice to Landlord. No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.

ARTICLE IV RENT / OPERATING EXPENSES / MAINTENANCE

In lieu of monetary rent, Tenant shall pay all expenses relating to the operation and maintenance of the Premises throughout the Term. The parties expressly acknowledge and agree that Tenant's covenant to maintain the Premises as contained in this Article IV is good, valid and sufficient consideration for the granting of the leasehold estate by Landlord to Tenant.

Tenant shall keep the Premises in good, clean and habitable condition and shall at its sole cost and expense keep the Premises free of insects, rodents, vermin and other pests and make all repairs and replacements of every kind in connection with Tenant's use of the Premises. Without limiting the coverage of the previous sentence, it is understood that Tenant's obligations with respect to the maintenance and repair of the Premises include the repair and replacement of all lighting, heating, air conditioning, glass, electrical, mechanical, plumbing, sewer, fixtures, ducts, conduits and pipes that serve the Premises exclusively to the extent located within the Premises. In addition, Tenant shall maintain in good condition (including repairs and replacements) the heating, ventilating and air conditioning equipment, lines and ducts exclusively serving the Premises, whether located inside or outside the Premises. Tenant shall maintain a service contract for the regular seasonal maintenance of the air conditioning and heating equipment with a reputable contractor at all times during the Lease Term. Tenant shall not be required under any

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provision of this Lease to return the Premises to Landlord in better condition than the condition in which the Premises was delivered to Tenant.

ARTICLE V UTILITIES

Tenant shall arrange for all water, gas, electricity, telephone and any other utility service used at the Premises and shall pay directly to the applicable utility companies or governmental agencies the fees or charges for the use of all utilities consumed on the Premises. Landlord shall grant or join in such utility easements serving the Premises as Tenant may reasonably request without charge therefore, but at no cost or expense to Landlord.

ARTICLE VI USE, INITIAL IMPROVEMENTS AND ASSIGNMENT/SUBLETTING

6.1 Use & Initial Improvements. Tenant may use the Premises for operation of a public charter school and all uses incidental thereto, provided that the primary use is for an educational purpose (the “Permitted Use”). In connection therewith, Tenant shall have the right to (i) renovate the Premises (including the existing building(s) and all improvements related or ancillary thereto), (ii) erect or install upon the Premises one or more modular buildings, (iii) install and connect all utility services as may be necessary, (iv) install fencing and signage, and (v) alter and change the landscaping, grassed areas and paved surfaces located upon the Premises so as to optimize the functionality of the Premises for the Permitted Use. All such installations, improvements and modifications shall be at Tenant’s sole expense and subject to applicable local, state and federal law or code. All permanent improvements made by Tenant shall remain with the Premises following the expiration or earlier termination hereof; however, Tenant may remove any of its trade fixtures, furniture, and equipment. Notwithstanding the foregoing, Tenant may use or allow the use of the Premises for occasional non-educational purposes (e.g., athletic contests, etc.) so long as such non-educational purposes are ancillary to, and not in lieu of, the Permitted Use.

6.2 Assignment and Subletting. Tenant may assign this Lease or sublet all or a portion of the Premises only upon Landlord’s prior written consent which shall not be unreasonably withheld, denied, or conditioned; provided, however, that no such consent shall be required for a sublease or assignment to an entity controlling, controlled by, or under common control with Tenant (so long as the sublessee or assignee uses the Premises in accordance with Section 6.1 above).

ARTICLE VII MAINTENANCE AND REPAIRS

Landlord represents and warrants that, as of the Effective Date hereof, the Premises is free from any liens and that Landlord has not contracted for any work to be performed by a third party at the Premises within the ninety-five (95) days preceding the Effective Date. Tenant shall promptly pay when due the entire cost of all work done by it to the Premises and shall keep the Premises free of liens for labor or materials. Should mechanics’, materialmen’s or other similar

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liens be filed against the Premises by reason of the acts of either party hereto, such party shall cause the lien to be canceled and discharged of record by bond or otherwise within thirty (30) days of receiving actual notice of such lien.

ARTICLE VIII INSURANCE

8.1 Insurance. From and after the earlier of (i) Tenant's entrance upon the Premises to commence renovations or (ii) the Commencement Date, Tenant shall carry commercially reasonable general commercial liability and property insurance with respect to the Premises and Tenant's operations therein. Landlord's specific insurance requirements are attached hereto as Exhibit B. Landlord must be named as an additional insured on all such policies. If either party carries all-risk or other property insurance, then such policy shall contain a waiver of subrogation in favor of the other party, as herein below set forth. All such insurance coverages may be carried under "blanket" or "umbrella" policies from insurers licensed in the State of Georgia.

8.2 Mutual Release and Waiver of Subrogation. Landlord and Tenant hereby release each other and anyone claiming through or under the other by way of subrogation from any and all liability for any loss of or damage to property, whether caused by the negligence or fault of the other party, to the extent of any recovery made by the parties hereto for such loss or damage under any all-risk or other property insurance policy now or hereafter issued covering the Premises. In addition, Landlord and Tenant shall cause each such insurance policy carried by them insuring the Premises or the contents thereof, to be written to provide that the insurer waives all rights of recovery by way of subrogation against the other party hereto in connection with any loss or damage covered by the policy. The provisions of this Section 8.2 shall survive the expiration or earlier termination of this Lease for a period of two (2) years.

ARTICLE IX EMINENT DOMAIN

9.1 Condemnation. If during the Term hereof, all or substantially all of the Premises shall be taken under power of eminent domain by any public or private authority, then Tenant may elect to terminate this Lease as of the date of such taking; subject, however, to the right of Tenant, at its election, to continue to occupy the Premises, subject to the terms and provisions of this Lease, for all or such part of the period between the date of such taking and the date when possession of the Premises shall be taken by the taking authority.

9.2 Award. If this Lease is terminated pursuant to this Article IX, all compensation awarded for any taking of the Premises except for (i) the unamortized value of Tenant's repairs and improvements on the Premises, (ii) any award for moving expenses, and (iii) any award for diminution of Tenant's leasehold estate shall belong to Landlord and Tenant hereby assigns its interest in any award for such taking, except for items (i) – (iii), to Landlord. In the event of a condemnation where this Lease is not terminated, then Landlord and Tenant shall each be entitled to such award for its interest in the Premises as is provided for by applicable law.

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9.3 Dealings with Taking Authority. Landlord and Tenant agree to promptly notify the other party when either of them receives actual notice of a taking or a threat thereof. Landlord and Tenant shall cooperate in good faith in contesting any taking, if such contest is desired by either party, with the contesting party bearing all costs and expenses thereof and, if said taking cannot be reasonably prevented, the contesting party shall endeavor to obtain the highest award possible for the property taken, the costs of said endeavor to be borne by the parties in proportion to their respective awards.

9.4 Termination. In the event of any termination of this Lease as the result of the provisions of this Article IX, Landlord and Tenant, effective as of such termination, shall release each other from all liability and obligations thereafter arising under this Lease, except where terms and obligations expressly survive any such termination.

ARTICLE X QUIET ENJOYMENT

Contingent upon Tenant's compliance with the terms of this Lease, Landlord agrees that Tenant shall quietly and peaceably hold, possess and enjoy the Premises for the full term of this Lease and any extensions thereof without any hindrance or molestation by Landlord or anyone claiming by, through, or under Landlord. Landlord warrants that it owns fee simple title to the Premises subject only to matters of record and shall defend title to the Premises against the claims of all persons claiming by, through or under Landlord except with respect to matters of record.

ARTICLE XI HAZARDOUS MATERIALS

Tenant acknowledges that Landlord has not conducted any environmental testing of the Premises. However, to the best of Landlord's knowledge and belief, Landlord is not aware of, nor has Landlord received written notice of, any hazardous materials in, on, or under the Premises (except for asbestos which may or may not be present in the existing building). As used herein, "hazardous materials" shall be interpreted broadly to include, but not be limited to, any material or substance that is defined or classified under federal, state, or local laws as: (a) a "hazardous substance" pursuant to section 101 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §9601(14), section 311 of the Federal Water Pollution Control Act, 33 U.S.C. §1321, as now or hereafter amended; (b) a "hazardous waste" pursuant to section 1005 or section 3001 of the Resource Conservation and Recovery Act, 42 U.S.C. §§6903, 6921, as now or hereafter amended; (c) a toxic pollutant, under section 307(a)(1);(d) a "hazardous air pollutant" under section 112 of the Clean Air Act, 42 U.S.C. §7412, as now or hereafter amended; (e) a "hazardous material" under the Hazardous Materials Transportation Uniform Safety Act of 1990, 49 U.S.C. App. §18092(4), as now or hereafter amended; (f) toxic or hazardous pursuant to regulation promulgated now or hereafter under the aforementioned laws; or (g) presenting a risk to human health or the environment under other applicable federal, state or local laws, ordinances, or regulations, as now or as may be passed or promulgated in the future.

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The parties acknowledge and agree that Tenant handles certain hazardous materials as part of its Permitted Use (e.g., cleaning and office supplies). Tenant shall handle, store, and dispose of such substances in compliance with all governmental regulations related to same and to hold Landlord harmless from any action or claim related to Tenant's use thereof.

ARTICLE XII
MISCELLANEOUS

12.1 Non-Waiver of Default. No acquiescence by either party to any default by the other party hereunder shall operate as a waiver of its rights with respect to any other breach or default, whether of the same or any other covenant or condition.

12.2 Recording. This Lease shall not be recorded. A short form or memorandum of this Lease in a form reasonably acceptable to Landlord and Tenant, describing the Premises and setting forth the term of this Lease and such other non-monetary provisions as Tenant shall reasonably require, may be recorded by Tenant at Tenant's sole cost and expense.

12.3 Notice. Any notice or consent required to be given by or on behalf of either party to the other shall be in writing and mailed by registered or certified mail, return receipt requested or personally delivered, sent by courier or expedited mail service, addressed to the other party as follows:

If to Tenant:	The Museum School of Avondale Estates P.O. Box 117 Avondale Estates, Georgia 30002
---------------	--

With a copy by similar means to:	Kevin A. Woolf, Esq. Seyfarth Shaw LLP 1075 Peachtree Street, NE, Suite 2500 Atlanta, Georgia 30309
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If to Landlord:	Superintendent DeKalb County School District 1701 Mountain Industrial Boulevard Stone Mountain, Georgia 30083
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With a copy by similar means to:	Joshua Mayes, Esq. Sutherland Asbill & Brennan LLP 999 Peachtree Street, NE Atlanta, Georgia 30309
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or at such other address as may be specified from time to time in writing by either party. All such notices hereunder shall be deemed to have been given on the date of delivery unless delivery is refused or cannot be reasonably made, in which case the date of refusal or inability to deliver shall be deemed the date notice has been given.

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12.4 Successors and Assigns. All covenants, promises, conditions, representations, and agreements herein contained shall be binding upon, apply, and inure to the parties hereto and their respective heirs, executors, administrators, successors, and permitted assigns.

12.5 Partial Invalidity. If any provision of this Lease or the application thereof to any person or circumstance shall to any extent be held invalid, then the remainder of this Lease or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby, and each provision of this Lease shall be valid and enforced to the fullest extent permitted by law.

12.6 Interpretation. In interpreting this Lease in its entirety, the printed provisions of this Lease and any additions written or typed thereon shall be given equal weight, and there shall be no inference, by operation of law or otherwise, that any provision of this Lease shall be construed against either party hereto. The captions used in this Lease are for convenience only and do not limit or amplify the provisions hereof.

12.7 Headings, Captions and References. The section captions contained in this Lease are for convenience only and do not in any way limit or amplify any term or provision hereof. The use of the terms “hereof”, “hereunder” and “herein” shall refer to this Lease as a whole, inclusive of the Exhibits, except when noted otherwise. The use of the masculine or neuter genders and the singular form shall include the plural when the context so requires.

12.8 Brokerage Commissions. Landlord and Tenant each warrants and represents to the other that there are no brokers, finders fees or any real estate commissions due to any broker, agent or other party in connection with the negotiation or execution of this Lease or on behalf of either of them. Tenant hereby agrees to indemnify and hold Landlord harmless from and against any and all costs, expenses, liabilities, causes of action, claims or suits by any party for compensation, commissions, fees or other sums claimed to be due or owing with respect to the representation of Tenant in effecting or procuring this Lease.

12.9 Governing Law. This Lease shall be construed under the laws of the State of Georgia.

12.10 Force Majeure. In the event that either party shall be delayed or hindered in or prevented from the performance of any work, service, or other act required under this Lease to be performed by the party, and such delay or hindrance is due to strikes, lockouts, acts of God, governmental restrictions, enemy act, civil commotion, fire or other casualty, or other causes of a like nature beyond the control of the party so delayed or hindered, then performance of such work, service, or other act shall be excused for the period of such delay and the period for the performance of such work, service, or other act shall be extended for a period equivalent to the period of such delay. Lack of financial resources by either party shall not constitute a force majeure event hereunder, regardless of the reason for the lack of financial resources.

12.11 Indemnity. Tenant shall indemnify and hold Landlord harmless from all cost, expense, liability, obligation, claim or action, including without limitation reasonable attorney’s

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fees actually incurred, arising from Tenant's use and occupancy of the Premises under this Lease, except for matters arising from Landlord's willful misconduct.

12.12 Entire Agreement. This Lease (including all exhibits hereto) constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes all prior oral and written communications between the parties. No subsequent amendment or agreement shall be binding upon either party unless it is signed and delivered by both parties hereto. This Lease may be executed in counterparts.

12.13 Landlord's Right to Inspect. Landlord may enter upon the Premises to inspect same upon reasonable advance notice to Tenant, which shall be written notice unless an emergency condition exists, in which case Landlord shall give such notice as is practicable under the circumstances. Any such entry by Landlord shall be undertaken with due care and so as to minimize interference with operations on the Premises to the extent reasonably practicable.

12.14 No Agency Relationship. Nothing in this Lease shall be deemed or construed by the parties hereto, nor by any third party, as creating the relationship of principal and agent or of partnership or of joint venture between the parties hereto, it being understood and agreed that neither any provision contained in this Lease, nor any acts of the parties hereto, shall be deemed to create any relationship between the parties hereto other than the relationship of landlord and tenant.

[SIGNATURE PAGE FOLLOWS]

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IN WITNESS WHEREOF, this Lease has been executed as of the day and year first above written.

LANDLORD:

DeKalb County School District

By: *Thomas E. Bowen*

Name: Thomas E. Bowen

Title: Chair

[OFFICIAL SEAL]

TENANT:

The Museum School of Avondale Estates

By: *Alexandra LB Webb*

Name: ALEXANDRA LB WEBB

Title: CHAIR, BOARD OF DIRECTORS



**DeKalb County
Department of Planning & Sustainability**

Non-Residential Certificate of Occupancy

Installation or modification to signs at this location requires a separate Sign permit.

Project

Type: Non-Residential Permit Number:1043884526 Project: MUSEUM SCHL OF AVONDALE-C/ALT
Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A
Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE
Maximum Occupancy Load

Property

Address: 923 FORREST BLVD DECATUR,GA 30030 Parcel ID: 15 233 01 022 Lot #:
Zoning: R-75 Rezoning: N/A Land Use: SUB Census: 229 District: 03 06

Applicant

Owner: DEKALB BOARD OF EDUCATION Address: 3770 N DECATUR RD DECATUR, GA 30032
Tenant: N/A Address: N/A

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 7-33(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

- (1) changes or alterations in the type of permitted use or occupancy without approval.
- (2) changes or violations of the conditions of the certificate without approval.
- (3) alterations, additions, or improvements to the building, structure, or systems without approval.

Special Stipulations and/or Conditions (If Applicable)

[Redacted area]

Date: 07/31/2015

Issued By: 
Permits, Zoning & Plans Review Supervisor

The Museum School of Avondale Estates
Comprehensive Safe School Plan
2021 - 2022
revised 6.17.21

The mission of The Museum School of Avondale Estates is to inspire students, teachers and the community to collaborate to develop strong critical thinking, interpersonal and academic skills in our students, which will prepare them for real-world success.

Contact Person: Mike Stewart

Position: Principal

Telephone Number: 404.289.0320

E-Mail Address: mike.stewart@themuseumschool.org

The Museum School of Avondale Estates

Comprehensive Safe School Plan

VISION STATEMENT

The Museum School of Avondale Estates' Safe School Vision

1. The Museum School of Avondale Estates will provide a safe, orderly, and secure environment conducive to learning.
2. The Museum School of Avondale Estates will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.
3. The Museum School of Avondale Estates will work collaboratively with local officials and the State Department of Education to identify, establish and use strategies and programs to comply with school safety laws.
4. The Museum School of Avondale Estates will develop a plan to work cooperatively and collaboratively with parents, students, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. The Museum School of Avondale Estates will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

Purpose and Scope

The Museum School of Avondale Estates' Comprehensive Safe School Plan (CSSP) provides guidance and direction to faculty and staff who have responsibilities during an emergency. Local police and fire representatives shall review the School Comprehensive Safe School Plan.

Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact the Principal as quickly as possible. He will respond immediately to the emergency and alert the appropriate members of the School Safety Team.

General Security Measures

All entrance and exit doors shall remain locked throughout the school day. All visitors will be required to check in at the front office. After showing photo identification, visitors will sign in noting the purpose of their visit and their location while on campus. Visitors must wear a visitor's badge at all times. Staff members will be trained to escort or report all visitors without proper identification to the front office immediately. All staff members will be expected to be aware of their surroundings walking from the main campus to the playground and gym, reporting any suspicious visitors or behaviors.

Safety Plan Training

All staff members will receive a copy of the safety plan. The Principal will review the plan with staff members and address any questions or concerns. Maps and route plans will be posted in their classrooms and stored with drill/evacuation records. Teachers will review, model, and practice fire and tornado drill procedures with students within the first week of school. Lockdown procedures will be reviewed with students during the first two weeks of school.

Support staff and Related Arts Teachers should become familiar with primary and secondary routes throughout the school so as to respond appropriately with students, no matter their location, during an event. Teachers that are away from their class during a drill or event, should gather the necessary reporting documents and seek their class immediately. Classroom teachers should remain with their class until the "All Clear" announcement has been made.

On and off campus Transit

An adult should supervise elementary students during all outdoor travel. Middle school students should travel with a buddy. It is crucial that at no time, should students ever run across a parking lot or street.

Teachers are required to carry a handheld walkie-talkie or cell phone during all transitions while off of the main campus. The Front Office should be notified immediately of any concerns regarding student or staff safety, health, or well-being.

Safe School Leadership Team (SSLT)

The Museum School of Avondale Estates will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and school interruption. Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

Note: depending on staff available, team members may serve multiple roles.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following:

(1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Police and Board. Safe School Leadership Team is listed below

Safe School Leadership Team

		NAMES	PHONE
Incident Command	Principal	Mike Stewart	706.340.5457
	1. Alternate	Lillian Galicia	679.768.7964
	2. Alternate	Carla Smith	404.518.7199
	3. Alternate	Jen Pomfret	404.838.8184
Planning/Intelligence	Principal	Mike Stewart	706.340.5457
	1. Alternate	Lillian Galicia	679.768.7964

Operations/Logistics	Campus Engineer	Dean Moore	404.290.1492
	1. Alternate	Lillian Galicia	679.768.7964
	2. Alternate	Ashley Beebe	404.245.2436
Administration/Finance	Business Manager	Tish Craig	404.862.0834
	1. Alternate	Chris Cook	678.576.8118

**The Museum School Of Avondale Estates
THREAT ASSESSMENT MANAGEMENT TEAM (TAMT)
(Student Wellness Team)**

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their **Threat Assessment Management Team. (TAMT)**

The task of the TAMT is to assess the level of threat posed; determine what level of response the school site will initiate; what resources may be required and what response may be needed.

STAFF MEMBER	TITLE	ALTERNATE	ALTERNATE
Mike Stewart	Principal	Lillian Galicia	Carla Smith
Lillian Galicia	Assistant Principal	Jen Pomfret	Ashley Beebe
Dana Lewis	Guidance Counselor	Sheena Wilson	DeKalb County School's Crisis Response Team
Dean Moore	Campus Engineer	Lillian Galicia	DeKalb County Facilities Dept.
Lynn Thomas	Law Enforcement	DeKalb County Schools' Security Staff	
Garnet Pinnock	Social Worker	DeKalb County School's Crisis Response Team	

The team will oversee and document the school site's response to threats and plan for monitoring or services that may need to occur after the crisis has passed.

FIRST AID RESPONDERS

The school will have designated First Aid responders who are first to provide assistance when needed. **These staff members have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. There should be an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the 2021-2022 school year.

C P R	A E D	F I R S T A I D	NAME	TITLE	Certification Expiration Date	ROOM
X	X	X	Mary Phillips	School Nurse		Front Office- 2 nd Floor
X		X	Avery Alexander	6th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Lynnsey Armstrong	3 rd grade Teacher	10/11/2021	3 rd grade rooms- 1 st Floor
X		X	Maddi Bradely	2nd grade Assistant	10/11/2021	2nd grade rooms - 1st Floor
X		X	Christi Brittian	7th grade Teacher	10/11/2021	Middle School - 2nd Floor
X			Desiree Carter	7th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Chris Cook	Front Desk	10/11/2021	Front Office - 2nd Floor
X		X	Stephanie Earnest	7th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Catie Eisel-Elder	5th grade Teacher	10/11/2021	5th grade rooms - 2nd Floor
X		X	Dakota Floyd	6th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Brittney Ford	3rd grade Teacher	10/11/2021	3rd grade rooms - 1st Floor
X		X	Sonia Fueredi	5th grade Assistant	10/11/2021	5th grade rooms - 2nd Floor
X		X	Tonya Gideon	8th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Emily Gardner	Gifted Teacher	10/11/2021	Gifted rooms - 1st Floor
X		X	Tami Gonzales	4th grade Teacher	10/11/2021	4th grade rooms - 1st Floor
X		X	Robin Hollis	4th grade teacher	10/11/2021	4th grade rooms - 1st Floor
X		X	Emily Howell	1st grade Assistant	10/11/2021	1st grade rooms - 1st Floor
X		X	Clancy Jackson	5th grade Assistant	10/11/2021	5th grade rooms - 2nd Floor
X		X	Erin Johnson	Nutrition Coordinator	10/11/2021	Cafeteria
X		X	Bridget Jones	ESE Teacher	10/11/2021	Resource Room - 2nd Floor
X		X	Mary Lewis Jowaisas	1st grade Teacher	10/11/2021	1st grade rooms - 1st Floor
X		X	Andrew Lester	K Assistant	10/11/2021	K rooms - 1st Floor

X		X	Dana Lewis	Counselor	10/11/2021	Support Area - 1st Floor
X		X	Erica Marsh	5th grade Teacher	10/11/2021	5th grade rooms - 2nd Floor
X		X	Shannon Earley	1st grade Teacher	10/11/2021	1st grade rooms - 1st Floor
X		X	Sanela Misimovic	4th grade Assistant	10/11/2021	4th grade rooms - 1st Floor
X		X	Tiffany Niemeyer	5th grade Teacher	10/11/2021	5th grade rooms - 2nd Floor
X		X	Kimi O'Malley	4th grade Teacher	10/11/2021	4th grade rooms - 1st Floor
X		X	Naza Orlovic	1st grade Assistant	10/11/2021	1st grade rooms - 1st Floor
X		X	Collette Owens	ESE Assistant	10/11/2021	Resource Room - 1st Floor
X		X	Kerrie Rich	6th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Amy Rodriguez	EIP Teacher	10/11/2021	EIP room - 1st Floor
X		X	Brenna Searcy	5th grade Teacher	10/11/2021	5th grade rooms - 2nd Floor
X		X	Cobi Searcy	ESE Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Yolanda Silveri	SST Coordinator	10/11/2021	Support Rooms - 1st Floor
X		X	Anna Sitz	ESOL/Gifted Teacher	10/11/2021	3rd grade rooms - 1st Floor
X		X	Adreian Standard	ESE Teacher	10/11/2021	Resource Room - 1st Floor
X		X	Katie Stenberg	EIP Teacher	10/11/2021	EIP Room - 1st Floor
X		X	Brittney Thornburely	ESE Teacher	10/11/2021	Resource Room - 2nd Floor
X		X	Aly Thorne	2nd grade Teacher	10/11/2021	2nd grade rooms - 1st Floor
X		X	Sheena Wilson	Counselor	10/11/2021	Support Rooms - 1st Floor
X		X	Dawn Aschberger	STEM Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Shaniece Bates	EIP Teacher	10/11/2021	EIP Room - 1st Floor
X		X	Ashley Beebe	Instructional Coach	10/11/2021	Middle School - 2nd Floor
X		X	Katie Bianchi	K Teacher	10/11/2021	K rooms - 1st Floor
X		X	Shannon Carter	REP Teacher	10/11/2021	REP room - 2nd Floor
X		X	Teresa Chiofalo	Front Desk	10/11/2021	Front Office - 2nd Floor
X		X	Laurie Clarke	6th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Jennifer Derringer	Orchestra Teacher	10/11/2021	Exploratory Rooms - 2nd Floor
X		X	Alanna Sommers	Art Teacher	10/11/2021	Exploratory Rooms - 2nd Floor

X		X	Lillian Galicia	Assistant Principal	10/11/2021	
X		X	Christy Jones	Gifted Teacher	10/11/2021	Gifted Rooms - 1st Floor
X		X	Christy King	Spanish Teacher	10/11/2021	Exploratory Rooms - 2nd Floor
X		X	Chad Lane	8th grade Teacher	10/11/2021	Middle School - 2nd Floor
X		X	Leigh Anne Maquarrie	Chorsu Teacher	10/11/2021	Exploratory Rooms - 2nd Floor
X		X	Marquita Moore	REP Teacher	10/11/2021	REP Room - 2nd Floor
X		X	Elaine O-Mast	3rd grade Assistant	10/11/2021	3rd grade rooms - 1st Floor
X		X	Lauren Pangle	K Teacher	10/11/2021	K rooms - 1st Floor
X		X	Jen Pomfret	Instructional Coach	10/11/2021	K and 1st grade rooms - 1st Floor
X		X	Jenn Price	Media Specialist	10/11/2021	Media Center
X		X	Derik Rinehart	K Assistant	10/11/2021	K rooms - 1st Floor

CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with **first aid equipment in the front office.**

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

Automated External Defibrillator (AED)

An Automated External Defibrillator (AED) is a medical device that is used if a person is unresponsive and is not breathing. Once the AED has been located, the first aid responder should follow the instructions found on the device.

AED	Location
Mary Phillips	Front Office - Clinic
Mary Phillips	Gym

SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.**

It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs. At the onset of any emergency situation, all staff members should take with them: class roll, first aid kit, and cell phone or walkie talkie.

Principal/Safe School Leadership Team

1. Acts as the liaison between the school site and local officials and maintains communication with appropriate Board members and local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off. **Do not attempt to turn utilities back on yourself.**
3. Ensures that all staff members are aware of disaster events and drills, including those staff members off campus. Ensures that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
4. Establishes a communications system consisting of the following elements:
 - a. Specific disaster warning signals that are well known to staff and students.
 - b. Alternate system for written communication with staff in the event voice-to-voice communication is not available.
 - c. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person).
 - d. A Communication Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
5. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
6. Assigns the following duties to school staff:
 - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
 - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
 - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
 - d. Establish/coordinate Communication Center.
 - e. Administer first aid.
 - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
 - g. Supervise Student Release Procedures.
 - h. Check building utility systems and appliances for damage.
7. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections for safety hazards.
8. Plans alternate classroom evacuation routes, if standard routes are obstructed.
9. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
10. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.

Evacuation Plans

Evacuation is one means of protecting the students from the effects of a hazard; protection is achieved by moving students, staff, and school visitors away from the hazard. In planning for evacuation, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be evacuated, the distance people must be moved to ensure their safety, the need for reception facilities, and the extent of traffic control and security required. The school will have an evacuation plan that consists of two stages:

Stage One Evacuation: All students and staff are evacuated from buildings and stationed at a safe location near the main campus (example – fire drill).

Stage Two Evacuation: All students and staff are evacuated from buildings and stationed at a safe location off campus, within walking distance.

Emergency Relocation: All students and staff are relocated to a determined location off campus at time of event. Coordinate with the Police and Fire Department (Examples: gas leak, fallen aircraft, bomb threat). Emergency transportation will be provided by buses from First Student.

Note: Classes that are not on campus during evacuation drills or events should report immediately to their designated spots.

Evacuation Plan Checklist:

- Detailed campus diagrams that show:
 - Evacuation routes (Each classroom will post a personalized evacuation route, noting primary and secondary routes to be taken from individual classrooms. This route plan will be applicable to all evacuation routes.)
 - Designated areas for each teacher and class
 - Areas of supervision
 - Transportation points (for both buses and autos)
 - Student Release area
 - Press area
- Emergency cards and census list (Always ready to be taken to student release area)
- Parent/Guardian sign out log or forms
- Impaired mobility list (Location of these students throughout the school day)
- Classroom evacuation materials (Laminated guides, “go bags”, binders or boxes that teachers will carry along with their roll books)
- Communication Plan (How teachers will communicate to the Safe School Leadership Team and visa versa)

POTENTIAL EVACUATION AREAS

Type of Evacuation	Location/Description	Estimated Population	Evacuation Routes	Evacuation Time
Stage 1 Evacuation	TMS Field/Upper Parking Lot	400/190	primary and secondary fire drill routes	4 minutes
Stage 2 Evacuation	George Willis Park	590	through parking lot, cross Forrest Blvd	6 minutes
Emergency Relocation	Avondale Estates First Baptist Church/ Sanctuary	590	Forrest Blvd to Wiltshire to Stratford	15 minutes

Primary and secondary evacuation sites have been pre-determined for fire (500') & bomb threat (1000').

Physical Safety of Students and Staff

Current Strategies in Place to Insure Physical Safety of Students and Staff	Assessment Issues or Concerns related to Physical Safety of Students and Staff	Safe School Plan strategies to address Physical Safety of Students and Staff.
<ul style="list-style-type: none"> Active, practical safety plan Solid safety planned reviewed by GEMA and local authorities 	<ul style="list-style-type: none"> Safe travel around campus Efficient evacuation times 	<ul style="list-style-type: none"> Routine fire and severe weather drills Reflection after drills to discuss procedures and expectations

Emergency Drills

Emergency drills are held to insure the safety of all persons when an emergency might occur. In addition, emergency drills are to prepare all students and personnel to respond automatically if danger should occur.

2021 - 2022 Fire Drill Schedule

MONTH	DATE/TIME OF DRILL	TIME TO EVACUATE	NUMBER OF STUDENT PARTICIPANTS
August 2021			
August 2021			
September 2021			

October 2021			
November 2021			
December 2021			
January 2022			
February 2022			
March 2022			
April 2022			
May 2022			

* We moved the Middle Grades meeting spot to a different location to ensure a quick transition to their safe spot.

Pursuant to Life Safety Code and Official Code of Georgia Annotated, each time the school conducts a fire drill, this report is to be filed with the Office of Insurance and Safety Fire Commissioner John W. Oxendine.

<https://www.oci.ga.gov/PublicEducation/SchoolFireDrills.aspx>

There shall be at least one fire exit drill each month that school is in session, the first one to be within the first 10 days classes begin. Teachers should review and practice fire drill procedures with students during the first week of school and periodically throughout the school year.

Practice drills may be held during inclement weather. Such drills may also be held at regular dismissal time by using the exit drill alarm system. This type of drill would not necessitate a return to a classroom signal.

Drills shall be executed at different hours of the day. Fire drills shall be an exercise of school management. Principal and Campus Engineer are responsible for inspecting exits, panic hardware, exit lights, fire alarm systems, and other safety features daily to ensure their in-service condition. The searching of toilets or other rooms shall be the responsibility of the teachers or other assigned staff members.

When the fire alarm rings, teachers should take the following actions:

- Based on location, escort students out of the nearest exit.
- Ensure that all students are walking silently and quickly to the assembly area as noted on the map.
- Bring records to document student attendance, ensuring that all students are present. Take attendance and report missing students to an administrator immediately. Display a green card if all students are present, yellow card if a student(s) is missing but you know of their exact whereabouts, red card if a student(s) is missing and you are unsure of their location.
- Enter the building once the "All Clear" signal has been made.

2020 - 2021 LOCKDOWN DRILL SCHEDULE

SEMESTER	DATE/TIME OF DRILL	TIME TO LOCKDOWN	NUMBER OF STUDENT PARTICIPANTS
Fall 2021			

Winter 2021			
Spring 2022			

Imminent Danger/Lockdown Procedure
(Remain on Campus)

An extreme emergency exists when one or more of the following situations occur on or near campus: (1) drive-by shooting/show-by, (2) armed intruder, (3) helicopter searches or SWAT team operations.

1. **Danger Signals:** In the event that the school needs to go into lockdown but the threat is not imminent, the Principal and his/her designees will visit rooms letting staff know that they should lock their doors and pull their blinds, but may continue teaching.
 - In the event that the threat to the safety of the school is imminent, the following announcement will be made over the PA "Teachers, please email your reports to the Principal." This will notify staff members of a lockdown situation that should not be readily announced. Any staff member can make this announcement as needed and should make the announcement in the event that another warning comes first. Call 911.
 - Staff members should use their best judgment and, even without an official signal, go into lockdown mode in the event of suspicious visitors or behaviors.
2. When the imminent danger signal is given, teachers should take the following actions:
 - Look in the hallways, direct as many students as possible into rooms
 - Supervise the area outside room until students are in rooms
 - Staff members away from their office or classrooms should go into the nearest lockable room.
 - Lock doors and close blinds and curtains, sit students out of sight of windows and doors, turn off the lights. Classroom doors should not be opened for anyone except emergency responders. The door should not be unlocked for ANY reason.
 - Instruct students to remain silent
 - Students and staff are to remain in classroom until the all-clear signal is given
3. Students will:
 - Immediately drop to the floor, away from doors or windows
 - Remain silent
 - Await further instructions from teacher
 - If outside of a classroom, students should run into the nearest locking room with an adult.
4. Staff and students in the gym at the time of the lockdown should sit out of sight of windows and doors and turn off the lights.
 - If there are only 2 classes in the gym, the students and teachers should lock themselves in the gym bathrooms.
 - If more than 2 classes are in the gym, students should line up along the east and west walls.
5. In the event the intruder is on the exterior campus, staff and students on the playground should find the closest and safest door - either the gym door or side door, and enter the school. If the intruder is in the school building, all classes outside should stay outside and meet in the upper parking lot.
6. In the event that gunfire is heard, everyone should be instructed to lie flat on the ground/floor.
7. Front office staff responsibilities:
 - The Front Desk Receptionist will be in charge of emergency first aid.
 - The Operations Manager will maintain phone communication with local officials and telecommunication center for internal communications.
 - The Assistant Principal will serve as emergency locator to notify parents, guardians, and/or doctors of injured persons.

- The Principal or designee will identify a person to serve as public information contact.
- The Principal will be responsible for locking all lavatory doors, cafeteria doors, office doors, and gates as directed.

8. All staff members and students will remain in lockdown mode until their door is unlocked by the principal or emergency personnel. An "all clear" announcement WILL NOT signal the end of the lockdown period.

2021 - 2022 TORNADO DRILL SCHEDULE

SEMESTER	DATE/TIME OF DRILL	TIME TO EVACUATE	NUMBER OF STUDENT PARTICIPANTS
Fall 2021			
Spring 2022			

Tornado Preparedness and Drill

There shall be at least 2 tornado drills during the school year. Teachers should review and practice tornado drill procedures with students during the first week of school and periodically throughout the school year.

Drills shall be executed at different hours of the day. Tornado drills shall be an exercise of school management. Principal and Campus Engineer are responsible for inspecting exits, panic hardware, exit lights, fire alarm systems, and other safety features daily to ensure their in-service condition. The searching of toilets or other rooms shall be the responsibility of the teachers or other assigned staff members.

A Tornado Watch is issued when conditions are favorable for a tornado to form. A Tornado Warning is issued when a tornado or funnel cloud has been indicated by radar or sighted by a storm spotter.

As a tornado **WATCH** is issued, the Principal will make the announcement "Due to weather concerns in the area, please be prepared for an increase in weather precautions." At this point, teachers should take the following actions:

- Take attendance and report missing students to an administrator immediately.
- Move all students from the gym and all temporary or mobile classrooms to the main building.

In the event the watch becomes a **WARNING**, move students quickly into their assigned hallway areas. Have them assume the tornado protection position. All students and staff upstairs will move to the lower floor.

SEVERE WEATHER SHELTERING RECOMMENDATIONS PRACTICED BY THE MUSEUM SCHOOL

- The starting point for your severe weather sheltering areas should be a classroom length from the end of the exterior doors in your hallways.
- Avoid any skylight areas located in any of your hallways. Also, do not shelter students under fire extinguisher boxes or electrical panels in the hallways.
- Make sure that you have a sheltering plan for transition times, for classes located in outside buildings or those using activity fields, and for your lunchroom. Check to make sure that students located on ball fields or outdoor classrooms can hear your alert signal.
- Use interior rooms or hallways as sheltering areas. Make sure that you receive weekly Wednesday severe weather test alerts issued by the National Weather Service on your NOAA Weather Radio, and that the radio's back-up batteries are

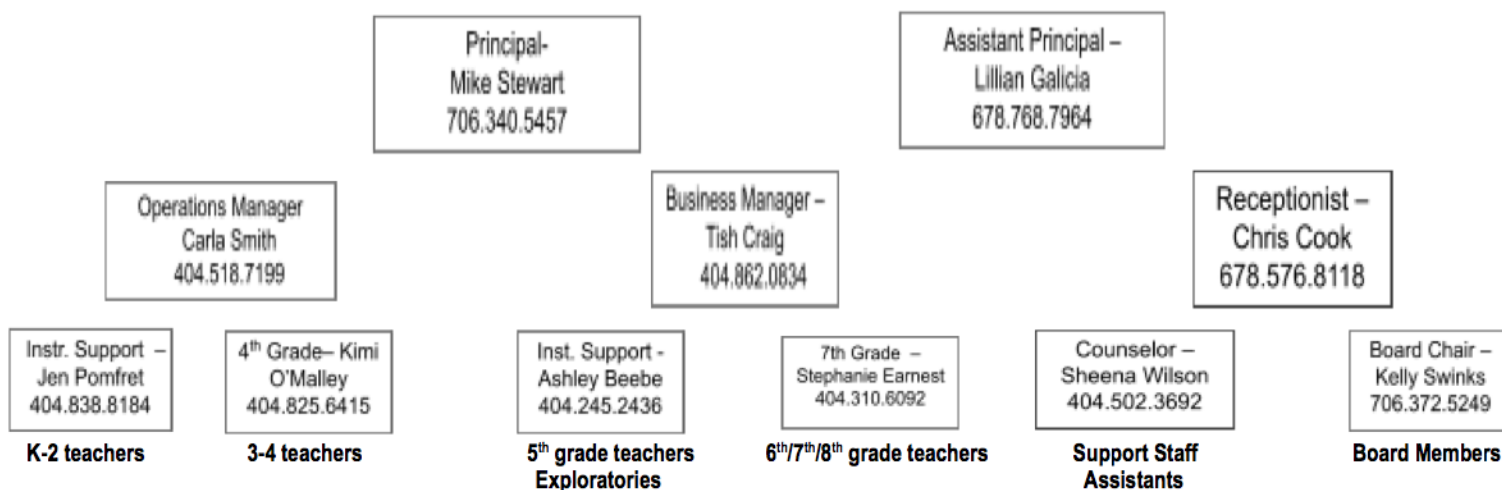
functional.

- Generally, most storms approach from a southwesterly direction, so make your staff aware of this pattern and identify the portion of your building that would be directly exposed in the event of severe weather. Make sure that all your staff, including cafeteria workers, custodians, bus drivers and office personnel, know where they are to shelter during severe weather events.

- Check with your local emergency management agency regarding the possibility of hosting a severe weather spotter class in your area in order to train several members of your staff on spotter techniques.

PHONE TREE

Once it is verified that a crisis exists, the building administrator or designee sets the phone tree in motion. When a crisis occurs during weekends, vacation periods, or when a large number of staff is away from the school, it will be necessary to transmit information via a phone tree. At other times, when crises occur when school is in session, only the people outside the school building need to be contacted via telephone.



COVID-19 ADJUSTMENTS & PREPAREDNESS

During the COVID-19 pandemic increased physical distancing measures have been put in place throughout the school. Of particular note is that there may be periods of the school year when we are in a hybrid format. This format will necessitate adjustments in how we conduct our various drills. Outlined below are the adjustments to each emergency drill procedure with these increased physical distancing measures in place.

1. Fire Drills:

- Classes will follow their usual routes out to the fire drill locations.
- Students will place their face coverings on prior to lining up to exit the building. Face coverings will be required to be on until students are back at their seat in their classrooms.

2. Tornado Drills:

- Students will place their face coverings on prior to lining up to move into their safety locations in the hallway. Face coverings will be required to be on until students are back at their seat in their classrooms.
- Classes will proceed to their usual safety locations in the hallway; however, additional space will be inserted between students rather than sitting directly next to each other.
- Upon arriving at their safety location in the hallway, students may sit with their back against the wall. A member of administration will visit each section of the hallway. At the administrators' prompting,

students in that section of hallway will then assume the safety position with their head toward the wall, on their knees, with their face down and hands over the back of their head. Once the administrator has verified that all students can enter the safety position, students will be allowed to return to a seated position with their back against the wall as they await further directions.

3. Lockdown Drills:

- During a lockdown drill under increased physical distancing, classroom teachers will follow the usual guidelines for locking down and securing their classrooms.
- Instead of students moving to congregate in a corner of the classroom, they will remain seated silently at their desks.
- At the conclusion of the drill, the teacher will explain how in a real event they would move to the corner of the room.

General Campus Safety Protocols for COVID-19

CAFETERIA	What does it look like?
	Initially lunch will be outdoors. As data permits, lunch will be moved indoors with limited capacity until eventually returning to lunch at full capacity.
	Limited capacity will be in the cafeteria during the breakfast period.

GYMNASIUM	What does it look like?
	Classes are held outside whenever possible.
	When it is necessary for classes to be held in the gym, social distancing is maintained, and doors are propped open for additional ventilation.

HALLWAYS	What do they look like?
	Floor markings note 6 feet placements outside of the bathrooms.
	Water fountains are disabled.
	Hallway use is limited: <ul style="list-style-type: none"> •Pods will transition to recess and during arrival and dismissal times. •Individuals will transition to EIP, REP, ESE classes, as applicable. •Students and staff will use outdoor paths whenever possible. •6-8 students will travel to Connections using designated paths.
	Students will travel in straight lines and/or on designated paths.

CLASSROOMS	What do they look like?
	Student desks are grouped in pods of four. Student group work is cohorted to the pod of desks.
	Students may share materials in their pods.
	Classrooms are arranged to promote social distancing.

	4 th -8 th grade classrooms are sanitized by teachers and students prior to class transitions.
	Food is not shared among classmates, including group snacks, birthday celebrations, class-wide treats.

CLINIC	What does it look like?
	The primary clinic is housed in the front office suite.
	An isolation room, for symptomatic students/staff, is in the former clinic.

VISITORS	What does it look like?
	Only essential visitors will be allowed in and beyond the front office area.
	Essential visitors will schedule appointments in advance, with the exception of emergency medical personnel, and will be subject to temperature check and symptom questionnaire screening (See Appendix B) before entering the building. Essential visitors will be scheduled for Wednesdays, weekends, and after 4:00 pm when possible.
	All visitors will wear masks and will social distance from students and staff.
	Parents/guardians, and other visitors, needing to drop off items will utilize tables and cubbies housed outside, next to the front door.
	Late arrival or early check-out forms will be housed on the outside tables. Students will enter/exit the building individually and meet their parent/guardian outside, near the front doors.
	Parent meetings with teachers and admin should take place over the phone or virtually.

MEDIA CENTER	What does it look like?
	Students will visit the Media Center by classroom at appointed times.
	No more than one student may be at a section of shelving at a time.

BATHROOMS	What do they look like?
	Classes and students will stagger bathroom breaks.
	Floor markings note 6 feet placements outside of the bathrooms.
	The number of students allowed in the bathroom at one time will be limited.

PLAYGROUND	What does it look like?
	Playground is open to one homeroom at a time during recess.
	The field, outdoor classroom, breezeway, garden, middle grades courtyard, and basketball court are available for students to use while socially-distanced.

EXPEDITIONS	What do they look like?
	When participating in off-campus expeditions, bus occupancy will be limited to one homeroom at a time.
	Virtual expeditions will be organized and when safe, on-campus expeditions may be incorporated, with the visitor following all visitor guidelines.

ATHLETICS AND EXTRACURRICULAR CLUBS	What do they look like?
	When available, student athletes may have the option to participate in MAC (middle school league) and YMCA (elementary league) sports that ensure social distancing and practice safety precautions as recommended by the CDC.
	Limited after school clubs will be allowed and will be reserved to those which can uphold physical distancing standards and avoid large groups indoors.

ARRIVAL AND DISMISSAL	What do they look like?
	Arrival and dismissal are staggered based on grade levels
	Separate entrances for K-4 students and 5-8 students will be in place.
	Students are dropped off in the carpool line, no earlier than 7:30 am, and go straight to the classroom.
	Staff will be outside to monitor students and ensure their safety but will not open car doors.
	Family members are not able to walk their child(ren) into the building/classroom.
	Students are dismissed from their classrooms.

Staff Breakroom	What does it look like?
	The Staff Breakroom is open for normal operation.
	No more than 5 staff members are allowed to be eating in the breakroom at one time. All staff should be wearing masks and maintaining at least 6 feet of social distance.

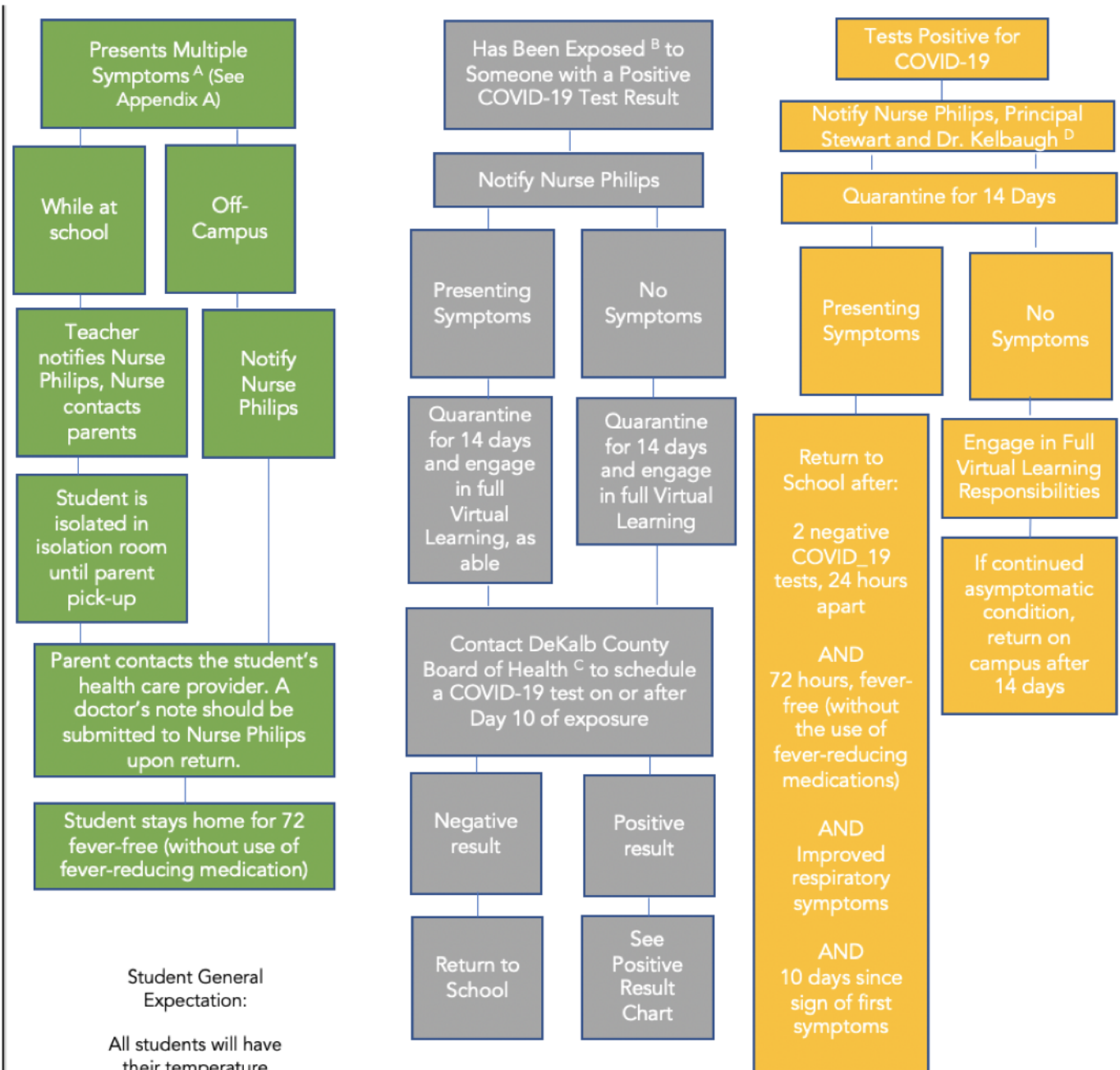
DAILY SCREENING

	STUDENT RESPONSIBILITY	PARENT RESPONSIBILITY	STAFF RESPONSIBILITY
As recommended by CHOA, all students should have their temperature taken each morning before leaving their home. Refer to the Screening Checklist in Appendix C for the full screening process. Follow the Student Flow Chart on p. 19 if any symptoms are present.		x	
Individual students <i>may</i> have a temperature check on campus, using a touch-free thermometer, if they exhibit symptoms of COVID-19.			x Philips

PERSONAL PROTECTIVE EQUIPMENT (PPE) (ON-CAMPUS LEARNING DAYS ONLY)

	STUDENT RESPONSIBILITY	PARENT RESPONSIBILITY	STAFF RESPONSIBILITY
Staff, students, and visitors are required to wear face coverings at designated times when in the building. Face coverings should cover the mouth and nose. Face coverings did not need to comply with school colors but designs should be appropriate for the school environment. Students do not need to wear masks when outside or when seated at their individual desks inside the classroom. Students not wearing a mask will be expected to sit at a desk with partitions while in the classroom.	x	x	
Students should follow this Strong4Life mask removal process when going outdoors: 1.Wash hands and walk outside. 2.Remove mask and place in a clean, safe space 3.Play! Learn! Eat! 4.Use hand sanitizer and replace mask. 5.Go back	x		x
The school will provide masks to families, as needed.			x Kelbaugh

Student Flow Chart



Student General Expectation:
All students will have their temperature checked at home before school each morning. In the case of a fever (100.4 degrees or higher), follow the protocol for "Presents Symptoms – Off-Campus."

^A If fever only (100.4 temperature or higher), student stays home for 24 hours fever-free without the use of fever-reducing medications
^B Exposure is defined by the CDC as contact that is less than 6 feet apart for more than 15 minutes, without PPE.
^C <https://www.dekalbhealth.net/>, (404) 294-3700
^D Nurse Philips notifies the local health department. Philips/Stewart/Kelbaugh notify pod and impacted staff members who then follow the "Has Been Exposed to Someone with a Positive COVID-19 Test Result" protocol. The entire school community is notified of the positive test(s) result while protecting the privacy of the impacted student/staff member.

Emergency Contact List

Police, Fire, Emergency.....	911
City of Avondale Estates Police	404.294.5410
Avondale Estates City Hall	404. 294.5400
Poison Control.....	1.800.222.1222
Executive Director, Katherine Kelbaugh.....	404.729.2186
Principal, Mike Stewart.....	706.340.5457
Board Chair, Kelly Swinks	706.372.5249

Plan Revision and Review

The Comprehensive Safe School Plan will be reviewed annually and in the following events:

- The plan fails in an emergency;
- The facility changes in design, construction, operation, or maintenance; or, if other circumstances develop that increase the potential for fires, explosions, or releases of hazardous waste;
- Changes are made in the response necessary in any emergency; or,
- Key personnel within the plan change.

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name: The Museum School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	\$489,560	\$508,349	\$510,558	\$512,767	\$493,975	\$496,184	\$498,393	\$500,602	\$502,811	\$505,020	\$507,228	\$509,437	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
QBE - Planning year	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$567,406	\$6,808,866
Meal Fees		\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$85,000
													\$0
													\$0
													\$0
													\$0
													\$0
(B) Total Receipts	\$567,406	\$575,906	\$575,906	\$575,906	\$575,906	\$575,906	\$575,906	\$575,906	\$575,906	\$575,906	\$575,906	\$567,406	\$6,893,866
Cash Disbursements:													
PERSONNEL													
Principal	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$253,000
Social Services (Social Worker/Counselor/Nurse)	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$600,000
Technology Support	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$28,000
Teachers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Arts/PE/Compo Sci	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$469,000
Athletics/Extracurricular Coaches	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$35,000
Guidance Counselor	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$69,800
Special Education Teacher	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$617,000
Office Manager	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$38,000
Office Assistant	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$32,000
Business manager	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$58,700
Maintenance	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$32,000
Food Service	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$44,000
Retirement Benefits	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$980,000
Health Benefits	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$350,000
FICA	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$52,000
Other Payroll Expenses/Taxes	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$26,000
	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$163,750	\$1,965,000
Total Personnel	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$470,775	\$5,649,300
INSTRUCTION													
Textbooks	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$10,000
Classroom Supplies		\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$24,000
Computers		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Software	\$10,000	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$19,000
Field Trips		\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,000
Instructional Equipment		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Library and Media Center		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Student Assessment		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Classroom Furniture		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
PE Equipment		\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,000
Art Supplies		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
Expeditions		\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$72,000
Music		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
Total Instruction	\$15,000	\$16,100	\$16,100	\$16,100	\$16,100	\$16,100	\$16,100	\$16,100	\$16,100	\$16,100	\$16,100	\$16,100	\$176,000
SERVICES & SUPPLIES													
Student Uniforms													\$0
Athletic Program		\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$6,000
Office Supplies	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$6,000
Office Furniture	\$2,000												\$2,000
Office Computers & Software		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
Printing and Copy Services	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$24,000
Postage and Shipping		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookkeeping		\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$1,800
Audit				\$21,000									\$21,000
Payroll Services	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$16,000
Banking Fees		\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$1,500
Legal Services		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Liability & Property Insurance	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$37,000
Staff Development		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$15,000
Special Education		\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$125,000
Health Services		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Staff Recruitment		\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$1,500
Student Recruitment		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Tech Support	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$2,083	\$25,000
Phone/Internet Service	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$8,500
Food Service		\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$85,000
Transportation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health Supplies		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Pest Control	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$3,600
Janitorial Supplies & Services	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$90,000
Waste Disposal	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,000
Marketing		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
													\$0
Total Services & Supplies	\$19,925	\$43,905	\$43,905	\$43,905	\$43,905	\$43,905	\$43,905	\$43,905	\$43,905	\$43,905	\$43,905	\$43,905	\$497,900
FACILITIES													
Rent/Lease/Mortgage													\$0
Grounds Maintenance	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$17,000
Maintenance & Repair	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$12,000
Utilities	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$84,000
Fire Safety and Compliance	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$2,000
													\$0
Total Facilities	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$115,000
(C) TOTAL DISBURSEMENTS	\$515,283	\$540,363	\$540,363	\$561,363	\$540,363	\$540,363	\$540,363	\$540,363	\$540,363	\$540,363	\$540,363	\$498,283	\$6,438,200
CONTINGENCY FUND	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$33,333	\$400,000
(D) NET REVENUE	\$18,789	\$2,209											

CASH FLOW PROJECTIONS-YEAR 2

School Name: The Museum School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	\$611,592	\$639,539	\$642,487	\$645,435	\$627,382	\$630,330	\$633,278	\$636,225	\$639,173	\$642,120	\$645,068	\$648,016	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$567,413	\$6,808,958
Meal Fees		\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$85,000
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
(B) Total Receipts	\$567,413	\$575,913	\$575,913	\$575,913	\$575,913	\$575,913	\$575,913	\$575,913	\$575,913	\$575,913	\$575,913	\$567,413	\$6,893,958
Cash Disbursements:													
PERSONNEL													
Principal	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$21,083	\$253,000
Social Services (Social Worker/Counselor/Nurse)	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$600,000
Technology Support	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$2,333	\$28,000
Teachers	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$170,366	\$2,044,386
Arts/PE/Comp Sci	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$39,083	\$469,000
Athletics/Extracurricular Coaches	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$2,917	\$35,000
Guidance Counselor	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$5,800	\$69,600
Special Education Teacher	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$51,417	\$617,000
Office Manager	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$3,167	\$38,000
Office Assistant	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$32,000
Business manager	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$4,892	\$58,700
Maintenance	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$32,000
Food Service	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$3,667	\$44,000
Retirement Benefits	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$81,667	\$980,000
Health Benefits	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$29,167	\$350,000
FICA	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$4,333	\$52,000
Other Payroll Expenses/Taxes	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$2,167	\$26,000
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Personnel	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$477,391	\$5,728,686
INSTRUCTION													
Textbooks		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Classroom Supplies		\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$24,000
Computers		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Software	\$10,000	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$19,000
Field Trips		\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,000
Instructional Equipment		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Library and Media Center		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Student Assessment		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000
Classroom Furniture		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
PE Equipment		\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,000
Art Supplies		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
Expeditions		\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$7,200	\$72,000
Music Supplies		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
													\$0
													\$0
Total Instruction	\$10,000	\$16,600	\$16,600	\$16,600	\$16,600	\$16,600	\$16,600	\$16,600	\$16,600	\$16,600	\$16,600	\$16,600	\$176,000
SERVICES & SUPPLIES													
Student Uniforms													\$0
Athletic Program		\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$6,000
Office Supplies		\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$600	\$6,000
Office Furniture	\$2,000												\$2,000
Office Computers & Software		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
Printing and Copy Services	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$24,000
Postage and Shipping		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookkeeping	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$1,800
Audit				\$21,000									\$21,000
Payroll Services	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$1,333	\$16,000
Banking Fees		\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$1,500
Legal Services		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Liability & Property Insurance	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$3,083	\$37,000
Staff Development		\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$15,000
Special Education		\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$12,500	\$125,000
Health Services		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Staff Recruitment		\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$1,500
Student Recruitment		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Tech Support		\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$25,000
Phone/Internet Service	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$708	\$8,500
Food Service		\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$8,500	\$85,000
Transportation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health Supplies		\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Pest Control	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$3,600
Janitorial Supplies & Services	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$90,000
Waste Disposal	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$5,000
Marketing		\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,000
													\$0
													\$0
Total Services & Supplies	\$17,492	\$44,392	\$44,392	\$65,392	\$44,392	\$44,392	\$44,392	\$44,392	\$44,392	\$44,392	\$44,392	\$44,392	\$497,900
FACILITIES													
Rent/Lease/Mortgage													\$0
Grounds Maintenance	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$1,417	\$17,000
Maintenance & Repair	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$12,000
Utilities	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$84,000
Fire Safety and Compliance	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$2,000
													\$0
													\$0
Total Facilities	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$9,583	\$115,000
(C) TOTAL DISBURSEMENTS													

5 YEAR BUDGET PROJECTION

School Name: The Museum School	FY2021		FY2022		750		FY2024		FY2025		FY2026		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	Notes
ASSUMPTIONS													
Number of Students			588		588		588		588		588		
Facility Square Footage			62700		62700		62700		62700		62700		
Number of Full Time Employees			85		85		85		85		85		
Full Time Employees (eligible for benefits)			85		85		85		85		85		
Number of Administrators			5		5		5		5		5		
Number of Teachers			30		30		30		30		30		
Number of Other Instructional Staff			54		54		54		54		54		
Number of Clerical Staff			4		4		4		4		4		
Number of Maintenance Staff			1		1		1		1		1		
Number of Food Service Staff			1		1		1		1		1		
Student Teacher Ratio			19.6		19.6		19.6		19.6		19.6		
Revenue Per Pupil (State and/or Local)			\$11,938		\$11,938		\$11,938		\$11,938		\$11,938		
Average Teacher Salary			\$66,810		\$68,146		\$69,509		\$70,899		\$72,317		

REVENUES													
	\$0	0.0%	\$7,019,449	101.8%	\$7,019,544	101.8%	\$7,019,544	101.8%	\$7,019,544	101.8%	\$7,019,544	101.8%	
State and/or Local Revenue (Rev Per Pupil * # of students)													
3% District Administrative Fee (Explain any changes in notes)	\$0	0.0%	(\$210,583)	-3.1%	(\$210,586)	-3.1%	(\$210,586)	-3.1%	(\$210,586)	-3.1%	(\$210,586)	-3.1%	
Meal Fees	\$85,000	1.2%	\$85,000	1.2%	\$85,000	1.2%	\$85,000	1.2%	\$85,000	1.2%	\$85,000	1.2%	
QBE Funding less 3%	6809866	#VALUE!	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Total Revenues	\$6,893,866		\$6,893,866		\$6,893,958		\$6,893,958		\$6,893,958		\$6,893,958		

EXPENSES													
PERSONNEL													
Principal	\$253,000	3.8%	\$253,000	3.8%	\$253,000	3.8%	\$253,000	3.8%	\$253,000	3.8%	\$253,000	3.8%	
Social Services (Social Worker/Counselor/Nurse)	\$600,000	9.3%	\$600,000	9.3%	\$600,000	9.3%	\$600,000	9.3%	\$600,000	9.3%	\$600,000	9.3%	Assist Principal, All other non-classroom teachers, instruction
Technology Support	\$28,000	0.4%	\$28,000	0.4%	\$28,000	0.4%	\$28,000	0.4%	\$28,000	0.4%	\$28,000	0.4%	
Teachers	\$0	0.0%	\$2,004,300	30.9%	\$2,044,386	31.4%	\$2,085,274	31.8%	\$2,126,979	32.2%	\$2,169,519	32.7%	
Arts/PE/Comp Sci	\$469,000	7.3%	\$469,000	7.2%	\$469,000	7.2%	\$469,000	7.2%	\$469,000	7.1%	\$469,000	7.1%	
Athletic/Extra-curricular Coaches	\$35,000	0.5%	\$35,000	0.5%	\$35,000	0.5%	\$35,000	0.5%	\$35,000	0.5%	\$35,000	0.5%	
Guidance Counselor	\$69,600	1.1%	\$69,600	1.1%	\$69,600	1.1%	\$69,600	1.1%	\$69,600	1.1%	\$69,600	1.0%	
Special Education Teacher	\$617,000	9.6%	\$617,000	9.5%	\$617,000	9.5%	\$617,000	9.4%	\$617,000	9.3%	\$617,000	9.3%	
Office Manager	\$38,000	0.6%	\$38,000	0.6%	\$38,000	0.6%	\$38,000	0.6%	\$38,000	0.6%	\$38,000	0.6%	
Office Assistant	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	
Business manager	\$58,700	0.9%	\$58,700	0.9%	\$58,700	0.9%	\$58,700	0.9%	\$58,700	0.9%	\$58,700	0.9%	
Maintenance	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	\$32,000	0.5%	
Food Service	\$44,000	0.7%	\$44,000	0.7%	\$44,000	0.7%	\$44,000	0.7%	\$44,000	0.7%	\$44,000	0.7%	
Retirement Benefits	\$980,000	15.2%	\$980,000	15.1%	\$980,000	15.0%	\$980,000	14.9%	\$980,000	14.8%	\$980,000	14.8%	
Health Benefits	\$350,000	5.4%	\$350,000	5.4%	\$350,000	5.4%	\$350,000	5.3%	\$350,000	5.3%	\$350,000	5.3%	
FICA	\$52,000	0.8%	\$52,000	0.8%	\$52,000	0.8%	\$52,000	0.8%	\$52,000	0.8%	\$52,000	0.8%	
Other Payroll Expenses/Taxes	\$26,000	0.4%	\$26,000	0.4%	\$26,000	0.4%	\$26,000	0.4%	\$26,000	0.4%	\$26,000	0.4%	
Teachers - Planning year	\$1,965,000	30.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
			0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Total Personnel	\$5,649,300	87.7%	\$5,688,600	87.8%	\$5,728,686	87.9%	\$5,769,574	88.0%	\$5,811,279	88.0%	\$5,853,819	88.1%	

INSTRUCTION													
Textbooks	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	
Classroom Supplies	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	
Computers	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	
Software	\$19,000	0.3%	\$19,000	0.3%	\$19,000	0.3%	\$19,000	0.3%	\$19,000	0.3%	\$19,000	0.3%	
Field Trips	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	
Instructional Equipment	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	
Library and Media Center	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	
Student Assessment	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	\$10,000	0.2%	
Classroom Furniture	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	
PE Equipment	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	
Art Supplies	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	
Expeditions	\$72,000	1.1%	\$72,000	1.1%	\$72,000	1.1%	\$72,000	1.1%	\$72,000	1.1%	\$72,000	1.1%	
Music Supplies	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	
Total Instruction	\$176,000	2.7%	\$176,000	2.7%	\$176,000	2.7%	\$176,000	2.7%	\$176,000	2.7%	\$176,000	2.6%	

SERVICES & SUPPLIES													
Student Uniforms	\$0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Athletic Program	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	
Office Supplies	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	\$6,000	0.1%	
Office Furniture	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	
Office Computers & Software	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	\$2,000	0.0%	
Printing and Copy Services	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	\$24,000	0.4%	
Postage and Shipping	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Bookkeeping	\$1,800	0.0%	\$1,800	0.0%	\$1,800	0.0%	\$1,800	0.0%	\$1,800	0.0%	\$1,800	0.0%	
Audit	\$21,000	0.3%	\$21,000	0.3%	\$21,000	0.3%	\$21,000	0.3%	\$21,000	0.3%	\$21,000	0.3%	
Payroll Services	\$16,000	0.2%	\$16,000	0.2%	\$16,000	0.2%	\$16,000	0.2%	\$16,000	0.2%	\$16,000	0.2%	
Banking Fees	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	
Legal Services	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	
Liability & Property Insurance	\$37,000	0.6%	\$37,000	0.6%	\$37,000	0.6%	\$37,000	0.6%	\$37,000	0.6%	\$37,000	0.6%	
Staff Development	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	
Special Education	\$125,000	1.9%	\$125,000	1.9%	\$125,000	1.9%	\$125,000	1.9%	\$125,000	1.9%	\$125,000	1.9%	
Health Services	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	
Staff Recruitment	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	
Student Recruitment	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	
Tech Support	\$25,000	0.4%	\$25,000	0.4%	\$25,000	0.4%	\$25,000	0.4%	\$25,000	0.4%	\$25,000	0.4%	
Phone/Internet Service	\$8,500	0.1%	\$8,500	0.1%	\$8,500	0.1%	\$8,500	0.1%	\$8,500	0.1%	\$8,500	0.1%	
Food Service	\$85,000	1.3%	\$85,000	1.3%	\$85,000	1.3%	\$85,000	1.3%	\$85,000	1.3%	\$85,000	1.3%	
Transportation	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Health Supplies	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	\$5,000	0.1%	
Pest Control	\$3,600	0.1%	\$3,600	0.1%	\$3,600	0.1%	\$3,600	0.1%	\$3,600	0.1%	\$3,600	0.1%	
Janitorial Supplies & Services	\$90,000	1.4%	\$90,000										

Ending Cash	\$545,226	\$611,592	\$687,964	\$773,448	\$867,226	\$943,465	
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School Name: The Museum School	Planning Year	Year 1	Year 2	Year 3	Year 4
Surplus (Deficit)	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK
Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	NO	NO	NO		

Tamara B. Richards

Current CFO, through December 2021

Atlanta, Georgia • (615) 330-4141

Tamara.B.Richards@gmail.com

Education and Certification

Certified Public Accountant

Master of Science in Taxation

Bentley University, Waltham, MA

Cumulative GPA: 3.37

Franklin County High School, Winchester, TN

Valedictorian

Certified Treasury Professional

Bachelor of Arts in Mathematics

The University of the South, Sewanee, TN

Cumulative GPA: 3.50, *magna cum laude*

Boards and Committees

Treasurer at Mad Housers, Inc.

Treasurer at The Museum School

Relevant Experience

Illustrative Mathematics, Remote

(Dec 2018 – present)

Controller

Responsible for all accounting and reporting activities, including accounts payable, accounts receivable, payroll, benefits, and grants administration in support of the organization's mission towards mathematics education equality.

Duties include, but are not limited to:

- overseeing accounts, ledger, and reporting; ensuring compliance with GAAP and regulatory requirements
- maintaining accounting policies and internal controls to safeguard the financial assets of the organization
- managing accounts receivable, accounts payable, cash management, payroll and benefits administration
- performing monthly reconciliations and reporting for all financial accounts
- coordinating the activities of independent auditors, ensuring a clear audit and accurate tax return
- researching, recommending, and managing the employee benefit offerings and renewals
- ensuring expenditures are consistently aligned with grant and program budgets

Forum for Theological Exploration, Decatur, GA

(Oct 2015 – Sep 2019)

Director of Finance

Responsible for all financial aspects of the organization working towards the organization's mission of theological education diversity, including accounting policies and procedures, budgeting, cash management, investment policies and oversight, presenting to the board and program managers, quarterly financial reporting, audit oversight, monthly close, and daily accounting functions. Duties include, but are not limited to:

- reconciling bank and investment accounts and transferring funds from investments as needed
- preparing and distributing payables checks in a timely manner; depositing and recording cash receipts
- maintaining and securing documentation for all credit card charges and timely reconciliation
- creating annual and quarterly budgets for operations and multiple grants totaling \$8m per year
- maintaining the Chart of Accounts and updating as needed
- preparing the annual informational tax return (990) and related schedules
- administering payroll, retirement, and flex account benefits
- preparing documentation and schedules required for the annual audit

Drax Biomass Inc., Atlanta, GA

(Sep 2014 – Oct 2015)

Tax and Treasury Manager

Manage tax and treasury functions for a US wood-pellet manufacturing subsidiary of a public UK power plant company. Duties include:

- managing the tax compliance process including gathering information for the preparation and subsequent review of federal and multi-state tax returns, provision-to-return analysis, and responses to income tax audits
- preparing and filing sales and use tax, severance tax, and property tax returns in multiple jurisdictions
- reviewing payroll tax calculations and filings and facilitating the income tax returns of our expat employees
- treasury responsibilities including: cash flow calculations, administration of bank accounts, interest accrual calculations, escrow and letters of credit initiation and maintenance

FOCUS Brands, Atlanta, GA

(Oct 2013 – Sep 2014)

Tax Manager

Manage the tax functions for the franchisor and operator of over 4,500 ice cream shops, bakeries, restaurants and cafes across the US and 63 foreign countries. Duties include:

- supporting the tax return compliance process including coordination and review, as well as completion of the true-up analysis of the provision and return
- assisting with various international tax planning projects and special projects including process improvement
- reviewing, monitoring, and documenting company transactions for tax implications, including acquisitions
- reviewing legal documents, accounting entries, and tax reporting packages to assess tax exposure
- treasury responsibilities including: cash flow calculations, dual-control of bank accounts, interest accrual calculations, loan payment compliance with debt covenants

RockTenn Company, Norcross, GA

(Jan 2012 - Sep 2013)

Senior Tax Accountant

Senior accountant in the income tax compliance department of a Fortune 500 paper manufacturing company.

Duties include:

- assisting in the preparation of the consolidated corporate federal income tax return; preparing corporate and partnership federal, state combined, and state separate income tax returns using OneSource tax software
- calculating sales apportionment from JDEdwards reports and payroll apportionment from PeopleSoft reports
- gathering data and support for information document requests as part of state audits
- performing research as needed, including nexus, credits, federal decoupling, and tax law changes

Willis North America, Inc., Nashville, TN

(Feb 2009 - Jan 2012)

Tax Analyst

Staff analyst in the corporate tax department of a large international insurance brokerage firm.

Duties include:

- reviewing financial information prepared by field accountants and making necessary adjustments
- computing IRS, state, and AMT depreciation using tax depreciation software
- preparing federal, state combined, and state separate income tax returns using Vertex software
- preparing calculations for estimated payments and extensions

Honors and Activities

Bentley University

- Recipient of the A. J. Bille Taxation Scholarship for academic achievement at Bentley
- Received a scholarship upon admittance to the University covering 40% of tuition costs

The University of the South

- One of only two recipients of the Franklin County Scholarship: A four-year award for full tuition
- Member of the Order of Gownsmen: an academic honors society (August 2000 - May 2003)
- Dean's List: minimum GPA of 3.625 per semester

Computer Skills

Able to quickly and easily understand new software and systems. Currently an experienced user of

- Applications: Excel (advanced), Word, Acrobat, PowerPoint
- Tax and accounting related: QuickBooks (certified), ProConnect, Concur, Bill.com

CFO as of January 2022

78 Clarendon Avenue
Avondale Estates, GA 30002

Andrew.Tashiro@gmail.com
(770) 530-6513

SUMMARY

Experienced leader with a focus on strategic initiatives in digital, marketing and retail. Specific expertise in strategic planning, financial modeling and new business development with strong project management and team leadership skills.

EXPERIENCE

CARTER'S

Atlanta, GA

Sr. Director, Omnichannel

2017 – Present

- Leader of the newly-formed Omnichannel team, responsible for strategic transformation of the retail business
- Grew Omnichannel sales from \$16M in 2016 to a projected \$87M in 2020
- Developed and launched Buy Online, Pickup in Store, giving customers the ability to pick up eCommerce orders within 2 hours. Drives incremental traffic to stores while lowering shipping costs by 65% on each order
- Developed and launched Ship from Store, transforming Carter's supply chain network from one DC in Georgia to 800+ fulfillment locations nationwide. Reduces shipping times by 50% while decreasing costs by 30% on each order
- In response to COVID-19, built and launched Contactless Curbside Pickup
- Led the development of a custom-built Mobile App, facilitating Carter's transformation to a Mobile-first retailer
- Spearheaded the business case for leveraging RFID technology in retail stores, resulting in the approval of an incremental \$60M+ investment from the CEO, CFO and Board of Directors
- Created & instituted best practices for strategic planning, financial modeling, reporting and training

THE HOME DEPOT

Atlanta, GA

Sr. Manager, Manager, Sr. Analyst – Online & Marketing Strategy

2013 – 2017

- Led an internal consulting practice to develop and support the strategic and financial direction of Home Depot's Online & Marketing businesses
- Owned the Strategic Planning Process, resulting in ~30% annual growth, significant profitability expansion and multiple external awards (L2 Genius, Internet Retailer of the Year)
- Developed the detailed 8 year business case for expansion into Décor categories online, resulting in the approval of an incremental multi-year investment from the CEO and Board of Directors. Successfully launched the new business in 2016 with incremental sales projected to exceed \$200M in 2017
- Established and implemented strategic plans to leverage Home Depot's unique advantages vs online-only retailers to selectively grow market share in key categories, earning the team a Gold CFO Excellence Award for "Best Results"

Senior Analyst – Assurance & Advisory Management Program

2011 – 2013

- The Assurance & Advisory Management Program (AMP) is a two-year rotational leadership development program where associates rotate quarterly throughout areas of the business

WINDHAM BRANNON

Atlanta, GA

Associate, Sr. Associate & In-Charge, Audit and Advisory

2008 – 2011

- Managed financial statement audit and strategic advisory engagements as the client services leader

EDUCATION

UNIVERSITY OF GEORGIA, Terry College of Business

Atlanta, GA

Master of Business Administration (MBA), Entrepreneurship

July 2011

UNIVERSITY OF GEORGIA, Terry College of Business

Athens, GA

Bachelor of Business Administration (BBA), Accounting

May 2008

SKILLS

TECHNICAL SKILLS

- Financial Modeling, including expert-level proficiency in Microsoft Excel
- Executive Communications leveraging Microsoft PowerPoint
- Project Management

CERTIFICATIONS

Certified Public Accountant, Georgia State Board of Accountancy, License #029046

- Active from 2010 – 2018

The Museum School of Avondale Estates
Chartered through DeKalb County School District

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 The Museum School of Avondale Estates 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;

The Museum School of Avondale Estates
Chartered through DeKalb County School District

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

The Museum School of Avondale Estates
Chartered through DeKalb County School District

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 9th day of August 2021.



Governing Board Chair, Charter School

8/9/2021

Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the DeKalb Board of Education on the _____ day of _____, 202_.

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb 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.



Governing Board Chair, Charter School

8/9/2021

Date

Chair, DeKalb Board of Education

Date

Superintendent, DeKalb Board of Education

Date

The Museum School of Avondale Estates
Chartered through DeKalb County School District



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 Decatur (city), Georgia (state).


Signature of Governing Board Chair

Kelly Swinks
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
10th DAY OF August 2021
Chris Robb Cook
NOTARY PUBLIC
My Commission Expires:





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The Museum School of Avondale Estates

2018-2023 STRATEGIC PLAN

The Museum School students will achieve and sustain top tier academic results.

- Perform in the top 1% of all charter schools when compared to other Georgia kindergarten through eighth grade charter schools
- Analyze test score data and teacher strategies to ensure students in all sub-groups are growing and successful
- Continue to acquire, analyze, and utilize data through surveys (both qualitative and quantitative) of TMS alumni and success at secondary level. Utilize findings to inform TMS teachers, curriculum, and culture in preparation for education beyond 8th grade
- Ensure rate of academic growth of students is faster than a national norm of peers of kindergarten through eighth grade students

Financial Sustainability

The Museum School will maintain financial sustainability by managing revenue and expenditures effectively and proactively forecasting financial growth.

- Manage funds to ensure an operating surplus annually
- Develop an unrestricted cash plan
- Obtain an unqualified audit annually
- Plan for Key Financial Member Succession
- Focus on Long Term Forecasting

The Museum School will maintain and strengthen protocols designed to maximize the sustainability and effectiveness of the Governing Board.

- Identify a diverse group of future contributors and leaders through strategic board recruitment efforts and succession planning
- Verify that board and committee members understand organizational goals and policies and optimize their effectiveness
- Ensure consistent effectiveness of committees and improve communication between various elements of the organization
- Verify that key documents are available and accessible to all when needed, while maintaining security

The Museum School will ensure necessary financial and community resources are available and will deploy them through responsible investment to sustain our campus, advance safety, and increase our capacity to support students and the learning environment.

- Provide active support, goals and guidance for the Museum School Foundation's efforts to enhance financial resources
- Grow community investment in the school
- Continue to review and implement the recommendations of the Security Master Plan
- Advance sustainable practices throughout the school
- Create and implement an IT master plan
- Seek opportunities to expand the physical space available for education, athletics and recreation

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The Museum School will ensure school, board, foundation and community leadership clearly and effectively tell The Museum School story.

- Continue to build the local reputation to support the school's mission and charter
- Continue to build the national reputation by telling the story of The Museum School success to key audiences
- Support Fundraising Communications
- Support Recruitment Communications
- Promote Parent Engagement
- Continue to Enhance Strategic Consistency and Efficiency

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Educational Leadership

The Museum School of Avondale Estates
The Museum School will impact students and teachers at the local, state and national levels by disseminating best practices.

- Share our strategies for success and learn from other successful educators across the nation
- Contribute to the training of high-quality teachers, knowledgeable in educational best practices
- Share our developed curricular materials with other elementary and middle schools through the “Museum in a Box” program
- Support the nationwide network of museum schools

The Museum School believes in the importance of diversity, inclusiveness and equity and is committed to developing good students and good citizens.

- Provide training and resources for staff to assist in the development of a student learning environment that emphasizes diversity, inclusion and exploration of social justice
- Understand and seek to eliminate barriers for prospective and current families, ensuring the real-world success of all students
- Seek opportunities to engage diverse perspectives across school leadership, including the Board and its committees
- Establish the school as an active partner in the community, working together to support and advance shared goals and ideals



The Museum School of Avondale Estates Strategic Actions for Increased Diversity Updated August 2021

The Museum School believes that diversity, inclusiveness and equity are paramount to our school's and our students' success.

We believe that our innovative museum school model, where students engage with various communities within the school's walls and also through our partners, builds a richer learning experience that exposes students to a diverse set of opinions and thinking, which can stem from people of different races, genders, ages, abilities and socio-economic backgrounds.

We believe we can do more to intentionally grow the diversity of our students, faculty/staff and governing board members and build on the strength of our communities.

New Strategic Goals

The following strategic goals were developed in partnership with the DeKalb County Board of Education and the State Department of Education during the school's 2016 charter renewal process and will continue beyond the end of our current charter term. Progress against and edits to these goals have been measured using our Diversity Dashboard and this plan will continually be updated as needed.

Implementation

Like all other important initiatives we've undertaken in the past, the school and its governing board will vigorously engage with our entire community – teachers, parents, local leaders, volunteers, our state and county partners and others – to achieve the annual goals that have been established.

The school's Board of Directors and staff leadership will take organizational steps to elevate the importance of these efforts including:

- Sharing the school's diversity plan with the school community and regularly sharing progress updates at least two times per year and maintain the schools webpage dedicated to our EDI efforts.
- Continue our Staff Diversity team and a Board Level Diversity Committee.
- Add a staff position focused on EDI.
- We will ensure our diversity goals are a core component of our 2022-2027 school strategic plan.
- We will continue to identify and study sources for best practices in school diversity and continue membership in the Diverse Charter Schools Coalition.
- We will continue support for our student recruitment committee, ensuring the committee has adequate volunteer and financial resources.

Key Actions

We have identified specific, measurable actions that will be completed and tracked as part of our overall diversity plan include. These include:

Action	Measures of Success	Timeline for Completion	Responsible
Provide cultural competency/diversity training for all staff	100% of staff complete this training	Annually	School Leader
Provide cultural competency/diversity training for all board members	100% of board members complete this training	Annually	Board Diversity Committee Lead
Provide culturally responsive teaching training to all instructional staff	100% of instructional staff complete training	Annually	School Leader
Evaluate progress against charter diversity goals and any additional actions needed	Progress against goals are assessed and adjusted as needed in a documented public BOD meeting at least twice annually.	March and October Board Meetings Annually	Board Chair with Board Diversity Committee Lead, School Leader
Consider any additional resources needed in budget to achieve diversity goals	Budgeted amount for student and staff recruitment increases annually	March-April, Annually	Finance Committee Chair with School Leader

Specific Charter Goals & Actions

We will continue our focus on three main Diversity Goals. They are:

Diversity Goal 1: Student Composition: The charter school will reflect the socio-demographic diversity of the District with a targeted focus on economically disadvantaged students as defined by the Georgia Department of Education.* To achieve this, during each year of the charter term (or until the school is within 10% of the DeKalb County School District average), the school will increase the total percentage of economically disadvantaged students by at least 4%. The school will continue to offer first preference to the enrollment categories of siblings, children of employees and governing board members.

A new Georgia law permits the use of, and the school will use, a weighted lottery to provide an increased chance of admission to economically disadvantaged students.

*Note: An economically disadvantaged student is defined as a student whose family lives below the poverty line, qualifies for free and reduced lunch, or who qualifies for federal benefits including SNAP, TANF, WIC, Medicaid or PINS.

To reach this goal, the school's Board of Directors and staff leadership will:

- Identify and implement strategies for creating key recruitment messages to prospective students and families
- Leverage year-round student recruitment committee to review and revise marketing/recruiting practices.
- Continue to analyze student application and parent agreement for any necessary adjustments to remove unintentional barriers for ED families.
- Review and define weighted lottery policies and procedures annually and communicate information about the weighted lottery clearly, annually.

Specific, measurable actions that will be completed and tracked as part achieving this goal include:

Action	Measures of Success	Timeline	Responsible
Conduct thorough asset-mapping exercise to identify places and organizations including Pre-K partners serving ED families to share school info.	At least 3 new recruitment partners or locations identified each year	Reviewed and revised annually no later than September	School Leader with Student Recruitment Committee
Distribute application and provide application assistance, open houses and other recruitment events throughout extended application period	The school will host at least 5 events targeted towards recruiting and assisting ED families in applying each year.	January - February annually	School Leader with Student Recruitment Committee
Ensure the school is an active member of the community, proactively engaging with organizations and events that are reflective of the community (beyond recruitment events.)	The school will participate in at least 2 such events annually.	Completed by January annually.	Board Diversity Committee, School Leader
Review and ensure goal was achieved during weighted lottery and communicate findings to BOD and DeKalb County charter office	Summary report issued within 30 days of lottery date	Mid-March annually	Board Chair
Analyze entire recruitment process and progress towards	Progress against goal assessed and adjusted as needed in a documented public	April annually	Board Diversity Committee with School Leader and

goal. Adjust methods as needed.	BOD meeting at least annually. Increase in # of ED applications documented.		Student Recruitment Committee
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Diversity Goal 2: Board of Directors Composition: The Charter School’s board of directors will reflect the socio-demographic diversity of the community it serves. To achieve this, the board will continue to elect at least two new socio-demographically diverse members by the end of the charter term.

To reach this goal, the school’s Board of Directors and staff leadership will:

- Annually assess board member transition plans and build/revise comprehensive long range board member succession plan.
- Share information about board recruitment and involvement with diverse audiences at least twice annually.
- Utilize the GCSA Board Bank, United Way VIP program, Leadership DeKalb and other partners to review potential socio-demographically diverse board and board committee candidates.

Specific, measurable actions that will be completed and tracked as part of achieving this goal include:

Action	Measures of Success	Timeline	Responsible
Identify, recruit and engage socio-demographically diverse board-level committee members to build pipeline for future board members	Pool of socio-demographically diverse board committee members grows by at least 3 annually.	Ongoing, check-in annually in February	Governance Committee Chair with Board Diversity Committee Lead
As described above, provide cultural competency/diversity training for all board members	100% of board members complete training.	Annually	Board Diversity Committee Lead
Monitor and report progress towards this goal annually.	Progress against goal assessed and adjusted as needed in a documented public BOD meeting at least annually.	Annually in April	Board Diversity Committee Lead with Governance Chair

Diversity Goal 3: School Faculty and Staff Composition: The Charter School’s faculty and staff will reflect the socio-demographic diversity of the community it serves. To achieve this, during each year of the charter term, at least 30% of the charter school’s newly hired staff will have experience working within the school’s defined community or a community with similar socio-demographic diversity.

To reach this goal, the school’s Board of Directors and staff leadership will:

- Use small groups of staff to help evaluate and determine key recruitment messages for new staff.
- Review and revise job postings annually to ensure key recruitment messages for socio-demographically diverse candidates are reflected.
- Execute new staff recruitment strategies with HBCUs, the National Alliance of Black Educators, the Hispanic Education Association, the GCSA Job Fair and others.

Specific, measurable actions that will be completed and tracked as part achieving this goal include:

Action	Measures of Success	Timeline	Responsible
Track success of and adapt each new staff recruitment strategy deployed	% of resumes received from each strategy and % of applicants hired from each strategy	Annually in March	School Leader with staff leaders
Monitor and report progress towards this goal annually.	Progress against goal assessed and adjusted as needed in a documented public BOD meeting at least annually.	Annually in September	Board Chair with School Leader, Board Diversity Committee Lead
Host small groups with current socio-demographically diverse staff to determine key recruitment messages	Key recruitment messages adjusted and results tracked	Annually in September	School Leader with staff leaders
Execute new staff recruitment strategies with HBCUs, the National Alliance of Black Educators, the Hispanic Education Association, the GCSA job fair and others	Track success of recruiting candidates from each of these partnerships	Annually in September	School Leader with staff leaders