

## GADOE & DCSD CHARTER APPLICATION PACKAGE CHECKLIST

Your 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** (Your 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 the 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.
- Your Application Package must be submitted to DCSD electronically using DropBox.
- Your Application Package must include a:
  - 1. Microsoft Word version of your Application Cover Page (page 14)
  - 2. Microsoft Word versions of your Application and Exhibits
  - 3. PDF Version of your Complete Application Packet in the following order: Cover Sheet, Application, signed Assurances Form(s), Affidavit, and Exhibits (including Exhibit 18 - DCSD Letter of Assurances).
  - 4. PDF version of your Locally-Approved Charter School Partners Roles and Responsibilities Chart
  - 5. Excel version of your 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. APPLICATION MUST BE RECEIVED BY 12:00 P.M. ON MONDAY, AUGUST 17, 2020 OR TUESDAY, JANUARY, 19, 2021 IN ORDER TO BE IN THE 2020-2021 REVIEW CYCLE FOR OPERATING IN 2021-2022.**

Petition for (Name of School): DeKalb Academy of Technology and Environment Charter School, Inc.

Delivered by (Charter School Representative): Dr. Maury Wills

Received by (DCSD Representative): \_\_\_\_\_ Date and Time: \_\_\_\_\_

## **CHARTER SCHOOL RENEWAL APPLICATION COVER PAGE**

**Check One:** \_\_\_\_\_  Start-up Renewal       Conversion Renewal

When was the original charter term start date? 2005

How many charter terms has the school been in existence? 4

**Name of Charter School:** Dekalb Agriculture Technology & Environment, Inc.

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

Dekalb Agriculture Technology & Environment, Inc.

**Local school system in which charter school is physically located:** DeKalb County Schools

### **Contact Information for the Governing Board Chair**

**Contact Person:** Mr. George Jones Chair  
**Name** **Title**

**Contact Address:** 1492 Kelton Dr. Stone Mountain, Ga 30083

**Telephone Number:** 404.861.7940

**Fax Number:** 678.999.9294

**E-mail Address:** gjones@dateacademy.org

### **Contact Information for the Person Filling out this Application**

**Contact Person:** Dr. Maury Wills C.E.O.  
**Name** **Title**

**Contact Address:** 1492 Kelton Dr., Stone Mountain, Ga.30083

**Telephone Number:** 404.200.8627

**Fax Number:** 678.999.9294

DeKalb Agriculture Technology & Environment, Inc.

E-mail Address: maurywillsdr@gmail.com

# CHARTER SCHOOL RENEWAL APPLICATION

## EXECUTIVE SUMMARY

Name of Charter School: Dekalb Agriculture Technology & Environment, Inc.

Proposed Charter Term Length: 2021-2026

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: 770

This application was approved by Local Board of Education on  
, 2020

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
<b>Year 1</b>	88	79	79	79	85	89	93	93	93	N/A	N/A	N/A	N/A	770
<b>Year 2</b>	88	79	79	79	85	89	93	93	93	N/A	N/A	N/A	N/A	770
<b>Year 3</b>	88	79	79	79	85	89	93	93	93	N/A	N/A	N/A	N/A	770
<b>Year 4</b>	88	79	79	79	85	89	93	93	93	N/A	N/A	N/A	N/A	770
<b>Year 5</b>	88	79	79	79	85	89	93	93	93	N/A	N/A	N/A	N/A	770

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 DeKalb Agriculture Technology and Environment, Inc. (D.A.T.E.) is to educate students about the need to consider environmental, agricultural, and technological ramifications to improve conditions and other business decisions; via a hands-on, community-oriented instructional curriculum.

D.A.T.E.’s Triage approach provides students significant opportunities to study the elements of agricultural, technological and environmental science concepts, while integrating the required Georgia Curriculum. The study of these three concepts at D.A.T.E. allows all stakeholders to become contributing citizens, enhance sustainability in their community, as well, as offering invaluable college and career

readiness skills to compete globally. D.A.T.E. is the only academy in Georgia to have a *Triage* approach to Environmental, Agricultural, and Technological Sciences for our model of K-8 scholars.

The school's mission supports increased student achievement through academic and organizational innovation of its curriculum. By linking Georgia's content standards with in-depth information about agriculture, technology, and the environment D.A.T.E will improve the effectiveness of education, boost enthusiasm for learning, decrease discipline and attendance problems, and produce students capable of making real-world decisions in a world with dwindling environmental resources.

Parents, community members, and other interested parties have been heavily involved with the creation of this school and have continued to be extensively involved in the renewal process. In fact, the initial creation of the school was driven primarily by parents, who were dissatisfied with their existing public-school options and lack of exposure to the three foci that currently exists at D.A.T.E. They discovered that the Arabia Mountain Heritage Area Alliance, had contemplated the establishment of a school that would take advantage of the unique educational opportunities presented by Arabia Mountain. In conjunction with the Alliance, these parents began exploring the possible development of such a school.

To encourage parental input in the renewal process, an opportunity was extended for parents to serve on renewal committees for the following four areas:

1. Planning and Organizing Modifications
2. Review Existing Charter
3. Review New Charter Laws
4. Implementation Process

In addition, parents have been surveyed and given opportunities to participate in focus groups and interviews to illicit feedback for improving the school.

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)

D.A.T. E. offers an academic program rich in environmental, technological, and agricultural exposure. For example, D.A.T.E. has implemented greenhouse and aquaponics' programs and has introduced popular domesticated livestock including goats, cows, and chickens. These programs provide a unique course of study in agriculture and an appreciation of the environment. Scholars can examine conservation efforts such as composting and recycling. Scholars also participate in reuse and restorative initiatives in the major areas of science. Technology is an important part of the educational program, providing students with interesting opportunities in robotics, coding, designing, processing, and other engineering processes.

There are several specific areas covered by the broad flexibility waiver that are necessary to accommodate the full activation of the school's rich and authentic academic plan. The Academy believes the academic and organizational goals, as well as, the general makeup of the school's structure would be weakened without the innovativeness provided by the broad flexibility waivers.

The academic plan requires flexibility in academic materials, resources, and supplies. More importantly, the curriculum must be designed, implemented, and executed by a highly trained and competent staff, that is well versed in the school's triage process, and who has a "whatever it takes attitude". D.A.T.E. needs to waive many provisions that would be contrary to the operation of the charter school. For example: The Academy may require use of textbooks other than those recommended by the State and approved by the local school board per O.C.G.A. §20-2-1010 et. seq. The technological, environmental, agricultural

theme must be evident throughout all learning materials to infuse those concepts throughout the core curriculum. The Academy also needs to waive O.C.G.A. 20-2-940 regarding termination, suspension, nonrenewal, demotion and reprimand of school staff. Finally, the laws, rules and guidelines can change from time to time. By having the full flexibility waiver, D.A.T.E. can remain in compliance with both the law and the charter without having to go through a formal charter amendment process anytime there is a change in law or rule.

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).

DeKalb Academy for Technology and the Environment (D.A.T.E.) has been operating as a DeKalb County Charter School since 2005. As a Start Up charter school, our organizational structure remains viable as the Board of Directors, Parents, Faculty, Staff, and Students all strive to enhance the learning experiences and outcomes of our community. Our reason for desiring a charter school 15 years ago was to provide students with an optimum choice within DeKalb County's south-side region that offered a blended technology and environmentally focused learning environment. In recent years we have added an agricultural sciences focus.

Many organizational innovations are already present. For example:

- The mandate that 3 community representatives with expertise in areas that relate to the school's unique curriculum serve on the Board of Directors,
- The collaboration with local business and non-profit partners in developing and constantly improving the D.A.T.E. curriculum,
- The active role of parents/guardians in the formation of the school,

- The governance of the school, and the many ways in which the Board provides input that helps drive the organizational improvements that have occurred and will continue to occur over the next charter term.

Members of the local community advocated for a school that would not only increase awareness of and sensitivity to the various environmental, technical, and agricultural resources in the area, but would also provide knowledge and understanding, improve attitudes, and enhance skills and participation in all such entities that affect the community and society as a whole. Our school mantra, “Learning with Relationships, Relevance, and Rigor.” summarizes why D.A.T.E. was founded and why we want to continue operating as a DeKalb County charter school.

D.A.T.E.’s innovation is evident as it is the only K-8 school that concentrates on Triage approach.

D.A.T.E. has active partnerships with Georgia Perimeter College, Piedmont Technical College, Chattahoochee Nature Center, Stone Mountain Park, Arabia Mountain, Gwinnett Heritage Center, Dekalb Watershed Department, Honeywell, and more importantly, our parents in the community. We are becoming an environmentally, agriculturally and technologically conscious community. Such a commitment is necessary to provide children with a global and ever evolving education.

## 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.

The most recently filed D.A.T.E. Accountability Spreadsheet is attached as Exhibit 5. This collection of analytic data reveals the tremendous progress towards the charter academic and nonacademic goals during the current charter term years, 2017, 2018, and 2019. As that spreadsheet shows, D.A.T.E. met an overwhelming 93% of its 98 specific targets during that three-year period. However, there was one goal that was not met for the academic year, 2018. In that year D.A.T.E. did not exceed the State's CCRPI Score. Although D.A.T.E. outperformed the district's average for that year, D.A.T.E. failed to meet subgroup populations growth measures with Hispanic, African American, ESOL and Socioeconomic indicators. In subsequent years, D.A.T.E. did meet subgroup indicators and performances, by systematically reviewing student's growth data and projections, providing special program managers to support subgroups: data review/instruction/performances/differentiated learning. That was the only year of the current five-year charter, thus far, that D.A.T.E. had not exceeded the CCRPI of the State.

D.A.T.E. has had academic success, each of its academic contractual terms. With respect to CCRPI scores, D.A.T.E. has had scores that exceeded the overall DeKalb County School District's averages for the 2016-2017, 2017-2018, 2018-2019, with cancelation of testing for 2019-2020 school year, due to COVID -19. In addition, D.A.T.E. has outperformed the State's CCRPI average in 2016-2017, and 2018-2019. A table showing how D.A.T.E.'s CCRPI scores compare to both the DeKalb County and State averages over that three period is attached as Exhibit 5. Also, in Appendix 5; there are academic targets, specifically attained for D.A.T.E. that addresses our unique and special population of sub-groups:

While assessing the Georgia Milestones, our subgroups exhibited tremendous improvements in their growth targets of 6% as mandated by the Georgia Department of Education in 2017 and 2019. While exhibiting

typical and high growth by more than 6% from previous years, our 4/5th grade students showed high growth in Math. As one of our school's focus, other sub-groups demonstrated typical and high growth in the areas of math too, such as African American and Economically Disadvantaged for that three- year period. Once again, our ESOL population also met their standards of 6% in ELA. Although the academy surpassed the district in our total average 2018 CCRPI, D.A.T.E. failed to meet our targeted subgroups percentages by 6%. With our targeted percentage hovering in the 80s and 90s; the academy's elementary level sought challenges with increasing content mastery, the achievement gap, and readiness levels, while the middle school level was decreasing its gap, improving its readiness, level, increasing progress levels and content master levels to support a 82.5 CCRPI Score for that year, which was higher than the state and the district Middle school for 2018.

As we begin to focus on implementing new strategies, programs, targeting growth plans, and initiatives to monitor subgroups and analyze individual growth targets and progress after 2018, our success of meeting goals is consistent. This is credited with a combination of a high-quality instructional design framework, an infused technological, environmental, and agricultural curriculum, and collaborated partnerships among the parents, students, and the faculty and staff.

Moreover, in analyzing the academy's organizational goals, including financial goals; D.A.T.E. continued to reach and meet all of its targeted organizational goals, such as minimizing student absences to less than 2%, increasing student promotion to > 95%, increasing students and faculty retention and attendance by > 90%, increasing climate satisfaction for stakeholder with 4 out of 5 stars, implementing successful and completed audits, maintaining high cash reserves of over 4,000,000.00 million dollars and maintaining high financial efficacy ratings with consecutive 4 and 4.5 star ratings every year.

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.

The governing board and school administrators have been fiscally responsible managing resources throughout the years, as evidenced by the financial performance from 2006 to 2019. The school's revenues have exceeded its expenses regularly resulting in an increase in net assets from \$196, 010.00 on June 30, 2006 to \$3,637,168 on June 30, 2019. The school has operating cash reserves of \$3,876,732 as of June 30, 2019. In addition, the school's bond cash reserve of \$615,835 as of June 30, 2019 exceeds the bond requirements. The school has been able to maintain operating cash reserves of between 60 and 180 days of normal operating expenses.

D.A.T.E. is in the enviable position of owning its facility. In August of 2019, the School was able to retire its Promissory Note ("the note") of August 30, 2011 in the amount of Seven Million Two Hundred Fifteen Thousand Dollars (\$7, 215, 000). That 2011 note was replaced with a new Promissory Note. The proceeds of bonds described as "Public Finance Authority" for Charter School Revenue and Refunding Bonds (D.A.T.E. Project), will be used to finance and/or refinance the "Bonds" in the principal amount of \$11,236,477.59. This new bond includes \$3,500,000 for expansion of existing classroom and administrative space, improvements to the building and construction of a new building to serve the growing needs of the Academy. The note matures on June 1, 2044 and is payable under the terms of a loan agreement dated August 20, 2019 whose terms are enough to repay the terms of the bonds. The school has continuously met all bond covenant requirements from 2011 through the present, maintained an excellent bond rating, and has not defaulted on any aspect of the loan agreement.

The school has enjoyed continued success in the implementation of the After and Before Care Program as a profitable source of revenue. This has continued to enhance the financial stability of the school. The

program offers remediation and acceleration tutoring of studies, implements activities of interest around the school foci, such as technology classes, and environmental lessons, as well as offering chess instruction, dance, and visual art lessons. In addition, activities are also planned around students' interests in the program. The program is available to all students who are needing care before and after school. There has been from 120 to 160 participants in the program from its inception. There is a sliding scale and full scholarships for families based on the families need. In the past, families could enroll in the Child Care and Parent Service Program (CAPS) to receive additional benefits to offset costs. The program has seen significant increases in yearly revenue from \$36, 438.00 in 2006 to \$251,340.00 in 2019, which is secured in the school's funding surplus as a reserve. With potential revenue reductions forthcoming as a result of the novel coronavirus pandemic and related recession, the profitable Before/After care program will help maintain the academy's financial sustainability in the near future. All these efforts are a result of sound financial decisions and monitoring implemented by both the governing board and school administrators.

The school implemented a salary structure in 2016 that is competitive with all public schools in the Atlanta Metro area. This has allowed the academy to attract and retain experienced, high quality teachers. With this new structure, we were able to increase salaries from 10% to 20% in the first year of implementation, while still maintaining operating surpluses each year. This has produced excellent academic results and allowed us to maintain a student retention rate of 97% throughout the years.

The governing board and school administrators have exercised sound monetary and fiscal policies by cutting spending and raising other sources of funds to ensure that the financial position of the school is solvent. The governing board and school administrators have strongly monitored both capital and operating budgets, focusing on management control, and performance measurement aspects. In all, the governing board and school administrators focus leadership in handling any perceived financial challenges, such as any impending slow economy and/or shrinking public education dollars in a fiscally responsible way, which has allowed the school to weather the economic storm, attract qualified teachers

with competitive wages and continue to serve students with a quality educational program. The governing board and school administrators are determined to continue to find and implement ways to sustain both academic success and fiscal responsibility. School leadership will seek ongoing financial training that will strengthen and enhance their business acumen and fiscal understanding.

The school's CFO is a forward thinker, seasoned, and an effective leader with good communication skills, who has demonstrated excellent accounting and financial competence. D.A.T.E.'s CFO has a strong strategic financial vision, is team oriented, has excellent decision making and problem-solving abilities, has a strong understanding of school operations, and, has a deep understanding of business, with a result-oriented mindset. The CFO communicates effectively with the governing body, creditors and regulatory agencies, and provides critical leadership in formulating plans to secure the school's financial future. He has led in formulating the financial success of the school as the first Charter School in Georgia to secure rated bond financing and in the successful bond refinancing of August 2019. D.A.T.E.'s current CFO has been with the school since 2006 and has worked with leadership and governing body to establish and sustain the groundwork and parameters for financial success at D.A.T.E throughout the years and into the future.

As a valuable source of support for both academic and non-academic programs at D.A.T.E., our PTO has provided meaningful financial support for our students, parents, and teachers collectively. With the many fundraisers that are supported by the academy's stakeholders, the academy has been able to improve and expand its literacy focus with an addition of over 1000 STEAM related periodicals, software, and books to fill our Media Center. In addition, the many clubs and organizations have been benefiting from PTO involvement with academic fieldtrips and expeditions sponsored by the PTO. These field trips, to places like preservation and nature centers, museums, watershed plants and facilities, and other school themed events lend support to the enhanced academic program. The PTO has also supported out of state excursions to extracurricular activities, including cheerleading contests, and football and basketball events. The PTO's financial contributions over the years have been outstanding and appreciated. They

continue to invest and improve our agricultural, environmental, and technological focus with added materials and supplies to further increase collaboration between parents, faculty and staff. There is no doubt, that all parties: The Board, school leadership, teachers, and parents are strongly committed to continuing the successes that have occurred at D.A.T.E and are always looking for new opportunities to grow. With over 30 thousand dollars provided to the school as educational gifts, we are both humbled and proud to have a significant organization that morally and financially supports the academy.

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.

D.A.T.E's Governance Structure has been highly effective in establishing a shared governance approach, with one voice and allegiance to the charter's mission, goals, and objectives. With active monthly meetings throughout the year, board meetings and committee meetings are scheduled to review the monthly budget, targeted objectives, and the school's strategic plan, including the academy's academic and organizational performance.

The board has accomplished many significant milestones as a governing body. In light of the boards' fiscal responsibility and accountability, Standard and Poor's Financial Services has rated the governing board as highly functional, accountable, and structurally sound during its recent yearly evaluation in July 2019. Due to its fiscal accountability, shared governance and supportive oversight, the school was provided with the first of its kind in Georgia, a BBB+ rated bond to a charter school. This bond supported a loan of over 7 million dollars to purchase, renovate, and expand the existing faculty and property in 2011. During its current charter term (2020), the board was able to secure another bond at 10 million dollars and build another educational annex to support our themed focus and enhance our fine arts

initiative. The school's strong Standards and Poor's' rating and its ability to acquire funding for a responsible addition to the campus show the strength of the Governing Board.

With a unified spirit, D.A.T.E.'s leadership team and board members have made significant contributions to the overall academics and organization of the academy. The governance board and leadership team, with feedback from all stakeholders, are constantly reviewing all aspects of the school model and have redefined its vision to capture our evolving curriculum and focus. With its new vision, "*Engaging minds and bodies through the Environment, Agriculture, and Technology*"; D.A.T.E. is prepared to evolve and expand its success going forward. Board Committees continue take part in discovery and decision processes, along with setting goals and accountability that affect every aspect of school operations. These committees not only assist the governing board, but also provide leadership and a scope of work, so that administrators, faculty and staff, and even students can follow and support the vision and mission of the school.

Board stability has been one of the greatest contributing factors to the maturity and growth of D.A.T.E. Having a nine-member board, with the majority of seats being held by parents, D.A.T.E. continues to be a parent driven school with students being a focus and priority. To provide adequate support and guidance to our theme and mission; the environment, agriculture, and technology, experts from the community and local businesses have been appointed to the board. As a result the Board of Directors is made up of members with diverse areas of expertise and knowledge including members currently or previously worked in Federal Environmental Air Protection Enforcement, as a Dekalb County WatershedManagement Executive, Technology Engineering Executives, as a School Superintendent and State Deputy Superintendent, as an executive with the CDC, and as a Community Activist and Mayor.

The Board has attained its current level of governance proficiency by engaging in targeted training and development, consistently holding itself and the school leader accountable, and a genuine desire to

support the leadership of the school in any way possible. The accountability procedures put in place by the board include; monthly monitoring of financials, creating and monitoring policies and procedures, monitoring progress toward organizational goals via strategic planning execution scales, qualitative feedback from listening sessions, and compiling and analyzing yearly audits and annual reports. The board has been diligent in seeking ongoing required training in the areas of governance, leadership, finance, and budgeting. Community Relations and Strategic Capacity are additional areas in which the board has sought ongoing development. The board has maintained its training requirements, with the exception of finance training for year 2019. Although financial training was provided by our current CFO that year. The school maintains a balance of unrestricted funds close to 4 million dollars. Despite this level of fiscal health, the Board was not in compliance on that area of training for 2019 because that training needs to be performed by a state approved provider. Going forward, the Board will ensure it receives all training in compliance with state requirements.

The Board remains confident that all areas of training will be properly executed and completed as mandated to ensure the governance board continues to be fiscally responsible. The board continues to develop policies around governance and finance. With the ever evolving Strategic Plan, the Board continues to provide input and resolution to all areas of academic, policy, and finances. The Board has actively assisted with the continuing development of the Faculty and Staff Handbook, finance policy handbook, and grievances procedures for parents. In addition, Board committees, with input from the community, have developed procedures and policies around the academy's academic, safety, and financial goals and strategies. The Board has also been diligent in making the goal of competitive compensation for the faculty a priority. To that end, D.A.T.E. has met or exceeded the teacher pay scales of school districts in the Atlanta metro area for the past 4 years.

The Governing Boards' Training Program, (**See Exhibit 6**), for the remainder of the current charter term and the renewal term consists of the required Domains of: I. Governance Training, VII. Financial

Training, and II. Policy Making for current board members (posts 1, 2, 3, 4, 5, 6), who have experience of more than two years. Due to the boards interest and need to collaborate with the community, team leaders, and other stakeholders; the Boards recommends Domain II. Strategic Planning for additional training. This additional training will focus on creating a development plan and implementing an action plan for monitoring and reporting progress on the measures, targets, and effectiveness of implementing the school's strategic plan. Not only will newly elected members take on this additional training, but current board members are also committed to participating. Newly elected board members in posts 7, 8, and 9 will acquire training in the areas of Domains of: I. Governance Training, VII. Financial Training, and II. Policy Making, and additional hours of IV Policy, V. Board Meeting, VII, Ethics, along with the III. Board and Community Relations.

The D.A.T.E. Board uses its collective judgement and seeks out targeted training to provide steady and consistent support for school leadership. School leaders are empowered and encouraged every step of the way as they make the day to day operational decisions for the school. In return, the administrative leadership team provides carefully considered financial recommendations, such as salary, capital projects, human capitol, directional growth, and community stewardship service projects. Much of the D.A.T.E. leadership team has been in place since formation of the school. D.A.T.E.'s leadership team consists of a C.E.O., Principals for Elementary and Middle Schools, a Director of Curriculum and Instruction, and a Dean of Students. Leadership has been stable at D.A.T.E., with all leadership team members having an average of 12 years of tenure with D.A.T.E. This stable leadership team continues to work with the school community of parents and students improve the teaching and learning conditions in order to develop and accelerate D.A.T.E. as an outstanding learning community.

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.

D.A.T.E. will comply with all requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the American with Disabilities Act (ADA). Students at DATE are provided the same opportunities to participate in programs, events, and extra-curricular activities as their nondisabled peers.

When students with an existing IEP enroll at D.A.T.E., the IEP committee will set up a meeting with the child's parents or guardians to review the current IEP and discuss service options and determine the best course of action. The process of modifying or implementing that plan will begin as soon as possible after that meeting.

D.A.T.E. will provide a number of supports to students with exhibited learning needs, who may not have an IEP, including using a Student Support Team (SST) to identify struggling learners and assess the effectiveness of various instructional interventions for students. Students with 504 plans are a part of the SST program. In addition, teachers or parents may refer a student to SST, and the team will work in consultation with parents, guardians, and/or caregivers to develop individual plans for students.

For students who do not have an existing IEP but may need special education services, D.A.T.E. will use the following processes for identification, assessment, and IEP development:

- **Pre-referral process:** Students will be identified through referrals from classroom teachers or school staff, a parent, or anyone who works with the student. A teacher suspecting that a student may have a learning disability will report it to the Special Education Coordinator who, in turn, will report it to the Appropriate Principal. The Special Education Coordinator will meet with the student's teachers to identify an array of instructional modifications to be used to address the student's challenges.
- **Assessment:** If regular modifications do not result in a positive impact on the academic success of the student, the special education staff, teacher, student, if appropriate, and student's parent/guardian will discuss assessment strategies. With the parent's permission, the student will be given appropriate assessments by the special education staff. After the assessments are completed, the CST will meet to review the results and determine whether there is an identifiable disability that is impeding the student's progress.
- **Development of the IEP:** If it has been determined that an IEP is appropriate, the Special Education Coordinator and team will construct the plan. With the agreement of the team, the IEP will be evaluated and modified annually to reflect student progress, or sooner if deemed appropriate by the team.

For students with an Individualized Education Plan (IEP) at D.A.T.E., the special education department and general education teachers will work collaboratively to meet students' individual needs by providing instructional accommodations to access the curriculum and to ensure student learning needs are being met. They will meet annually with the guardian or parents of students with disabilities to develop a plan which addresses the individual needs of the student. As much as is appropriate, students with an IEP will be included in classes with their nondisabled peers.

The special education teacher at D.A.T.E. will be responsible for managing the case files of students with an IEP. They will also provide direct instructional services and specially designed instruction to support students with disabilities. The special education teacher will consult with the general education teacher on a regular basis. They will discuss ways to provide instructional support to the general population of students. Services are provided in the Collaborative and Coteaching setting utilizing the preferred Coteaching models. Supportive Instruction is also provided to those students who need additional support from a Paraprofessional in the General Education setting. These services are provided to support the specific learning/behavioral needs of students with an IEP.

In addition, if a parent has a concern regarding the program provided for their student with an IEP, the IEP committee will reconvene to address any concerns that the parent may have. A representative of the Special Education Department will follow up with the parent to ensure that the concern has been addressed and resolved.

To ensure confidentiality of special education records, the Special Education Department provides training to teachers, paraprofessionals, and other staff members that handle exceptional education records. Exceptional education records are kept in a locked, secured location. Any report that contains identifiable information about the student is shredded instead of being discarded in the recycle bin.

To the extent specialists are required beyond the D.A.T.E. full and part time staff, D.A.T.E. will work with the DeKalb County School District (DCSD) to provide services per the terms of the “Wrap-Around Services Agreement” and/or contract those services with appropriate and licensed service providers.

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

The provision of services and due process procedures will be implemented for students identified as English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations. D.A.T.E. will provide additional support services to English Language Learners through the services of certified ESOL teachers on staff. The following process will be utilized to identify, assess, and support English Language Learners (ELLs)

1. Upon enrollment, students are identified as eligible for ESOL services through their DCSS (or other Georgia school system) permanent record file or through the Home Language Survey (HLS).
2. Students identified as eligible are then screened for placement using the WIDA ACCESS Placement Test (W-APT) or the WIDA Screener (1-12). Students qualifying for services are then placed into our ESOL Program.
3. Students are assessed annually using ACCESS for ELLs. ACCESS scores are used to determine each student's appropriate placement and readiness for program exit. Students scoring 5 or above on ACCESS are eligible to exit ESOL services. Exited students are then monitored for two years.

4. ELLs who do not make the minimum expected growth of one level per year on the ACCESS will be referred to the SST process.

### **Program Description**

With two full time ESOL teachers, D.A.T.E, will provide professional development to content-area teachers in methods and strategies for accommodation of lessons for ELL students in the classroom setting. All ELLs served in the ESOL program are served through the Push-in model. They are taught by the ESOL teacher and the content area teacher. The curriculum for this course is based on the state-adopted WIDA English Language Standards and aligned with the Georgia Standards of Excellence (GSE), and focuses on building social and academic English language skills in the four domains of reading, writing, listening and speaking. Students 'progress is monitored throughout the year to ensure that ELLs have the tools they need to excel in D.A.T.E.'s rigorous and challenging curriculum. In each grade level, the academic needs of ELL students are met based on their level of language development as determined by the ACCESS. Student performance is also measured using state assessments. Many and varied strategies are used to ensure that content is comprehensible for our ELLs. For example, teachers may pre-teach vocabulary, provide background knowledge, and use varied visual aids. Accommodations, such as extended time, having directions paraphrased, and small group instruction are also used to make content accessible for our students. In addition, content area teachers will continue to employ a multitude of best practices based on research-based strategies to ensure success of all English Language learners.

### **Exit Criteria**

ACCESS is an assessment which is given annually to monitor students 'progress (grades 1- 12) in learning academic English. The ACCESS meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs 'progress toward English language proficiency. It is

anchored in the WIDA English Language Development Standards. The test assesses the four language domains of listening, speaking, reading and writing. The ACCESS is used as a measure to make reclassification decisions about whether a student can exit English language support services.

**Kindergarten Students**

In order to exit English language assistance services, Kindergarten ELLs must score a Composite Proficiency Level (CPL)/Overall score of  $\geq 5.0$  with at least a 4.5 in the Writing domain and at least a 5.0 in each of the remaining domains (listening, speaking and reading)

**Students in grades 1-12**

If the student achieves an Overall score of 5.0 or greater, the student must be exited from the ESOL program.

No student at D.A.T.E. will be excluded from any curricular or extracurricular activity because of their level of English language proficiency.

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

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	Number & Percentage of Total Population					
Latino Hispanic	0	0%	0	0%	0	0%
American Indian	0	0%	0	0%	0	0%
Asian / Pacific Islander	0	0%	0	0%	0	0%
Black / African American	1	.9%	17	2.58%	0	0%
White	0	0%	0	0%	0	0%
Two or More Races	0	0.9%	0	0%	0	0%
<b>Total Population</b>	<b>1</b>	<b>.9%</b>	<b>0</b>	<b>2.58%</b>	<b>0</b>	<b>0%</b>

The most recent data available from the Office of Civil Rights is from the 2014-15 school year which was in the previous charter term. That data indicates 0 expulsions and In-school suspensions and 20 out of school suspensions. So, compared to that data, the occurrence of student discipline at D.A.T.E. has decreased during the current charter term.

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).

The charter schools' students, governing board, faculty, and staff does indeed reflect the socioeconomic diversity of the community it serves in by the charter school. D.A.T.E. services a large student percentage of African Americans at 90%, Hispanic students at 8% and students of Two or More Races at 1.8%.

While the school is in one of Georgia's largest counties, DeKalb, the school facility is located in Stone Mountain, Georgia; and we are blocks away from a very diverse city, Clarkston. With Stone Mountain having a total demographic of close to 80% African Americans and 1.3% of Two or More Races; and Clarkston having close to a total 60% African Americans and close to 2% Two or More Races, the academy definitely meets the diversity description of inclusiveness. D.A.T.E. continues to surpass the two cities with Native American population totals by having almost 8% during its charter tenure, affirming the academy's goal in maintaining its diversity on the levels of socio-economic, as well as, its gender, and, intellectual abilities. Traditionally, the governing board, faculty and Staff also reflect a similar diversity in race, ethnicity, and gender all of whom are dedicated to providing a well-rounded education for an inclusive community of stakeholders.

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.

The school has not faced any major difficulties that have threatening its operational capacity, governance, or financial existence.

## 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:

There are no significant proposed changes with governance, financial, or operational; However, the academy will make changes to its legal name from DeKalb Academy of Technology and Environment Charter School, Inc, to DeKalb Agriculture Technology and Environment Charter School. Although this name change is minor, it is also very significant in that it has an important impact on school culture and reflects the creativity and novelty of instruction that exist in field of Agricultural Sciences. At D.A.T.E., this name change will also reinforce and highlight our Triage Foci at the academy, which has been implemented for over 15 years.

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

## LOOKING TO THE FUTURE

11. 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.

From the beginning, D.A.T.E. has very intentionally established academic and organizational goals that are designed to help steer the academy toward achieving its mission and vision. That will not change as we move forward. There have been changes over the years. The student population has grown. We have changed the name of the school to reflect the growing importance of agricultural education in the school's focus. However, the primary focus of providing a quality education that encourages students to think about and solve issues using a multi-focus approach that includes not just the academic issue but also the technological, environmental, and agricultural impacts of their solution to the issue has not and will not change.

The school's academic and organizational goals are smart, realistic, strategic, and operative. Although some are not measured by standardized assessments, they directly affect student achievement by serving

DeKalb Agriculture Technology & Environment, Inc.

as guidelines for action - directing and rechanneling employee, parent, and student efforts. Because these goals serve as guidelines for action, define standards of performance, and provide a source of motivation; they ultimately support the academy by providing a vision of academic soundness and exceptionality. This academic soundness is executed with the support of all stakeholders - students, faculty, staff, and parents. (See Exhibit 30).

DATE will not be making any significant changes to its charter, but would like to add an Educator's Professional Development Course/Workshop to external educators, outside of the Academy itself. The purpose of the PD courses would be to train, enhance, and benefit mainly the Dekalb County School District Educators on an Environmental and Agricultural Framework to improve teaching and learning standards and outcomes in those specified areas for all students.

This curriculum addresses the social, environmental and economic impacts of agriculture. The curriculum provides a critical analysis of agricultural and food systems, animal husbandry, sustainability, aquaponics design, and will help teachers understand new concepts through hands-on examples. The curriculum includes four modules, designed to be incorporated into existing classes. This is a pilot program that will start Summer 2021 and the curriculum is being developed by the D.A.T.E. Environmental Specialist and Teachers at D.A.T.E.

The following key themes inform the whole curriculum:

1. Sustainable agriculture addresses social, environmental, and economic impacts.
2. Aquaponics system and agroecosystem analysis offer critical theoretical frameworks for understanding Aquaponics and sustainability.

3. Sustainable Gardening and Animal Husbandry and practices, which are sustainable only insofar as they support those goals.
4. Real world examples provide the best opportunities for understanding the potential and the challenges of Animal Husbandry, Aquaponics, and Agriculture.
5. The curriculum will be divided into four different modules Each module is designed to be taught in as little as 5 hours of class time (or one week). The modules are designed to be taught by DATE Instructors. These basic concepts can be introduced (or reviewed) in as little as two hours.
6. The PD will take place at the academy, where all the resources are available and plentiful for full engagement throughout the course and varied modules. The team is currently exploring the fees and or stipends that may be associated with the PD. An exploratory team will continue to work on curriculum, costs and advertisement based on ongoing research.

The academy strongly supports the PD Modules and courses, which will ultimately increase students' awareness, ingenuity, and social awareness around environmental and agricultural ramifications. (See Exhibit 31)

## EXHIBITS

The following Exhibits are required to complete your Charter School Renewal Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible.

1. Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State. Please Note: All charter school contracts—including those of start-up and conversion charter schools—must be held by a Georgia nonprofit corporation.
2. Attach a copy of the by-laws for the nonprofit corporation.
3. Attach a copy of the governing board's Conflict of Interest Policy.
4. Attach a copy of the governing board's Conflict of Interest Form.
5. Attach a completed Accountability Report.
6. Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.
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.
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.
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.
10. Attach the charter school's annual calendar and the charter school's daily school schedule.
11. Attach a copy of a sample scope and sequence for a proposed course/grade level.
12. Attach a copy of the charter school's Student Code of Conduct.
13. Attach a copy of the charter school's Student Discipline Policy and Procedures, including any Positive Behavior and Intervention Supports (PBIS).
14. Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints. If this is included in another response, please indicate that.
15. Attach a copy of the charter school's Employee Policies and Procedures.
16. Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.
17. Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is

responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure.

18. Attach a copy of any agreements with your local school district or Board of Education.
19. Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.
20. Attach a copy of any MOU/lease/proof of ownership for the school's facility.
21. Attach a copy of the school's Certificate of Occupancy.
22. Attach a copy of the facility's Emergency Safety Plan.
23. Complete and attach the budget template located on the Charter Schools Division's website: Please note that the budget template includes:
  - A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation;
  - A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.
  - Back-up documentation proving the legal reality of additional sources of revenue included in the budget template – i.e., funds other than state and local funding, including bank statements and/or signed grant award letters
24. Attach the résumé for the charter school's Chief Financial Officer.
25. Attach the charter school's signed Assurances Form (see below).
26. Attach the charter school's signed and notarized Affidavit (see below).
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.
30. Goals, Accountability and Consequences for the Renewal Term.
31. Summary of Professional Development Courses.

Exhibit 25

## ASSURANCES FORM AND SIGNATURE SHEET

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

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for (*D.A.T.E.*) 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;

DeKalb Academy of Technology and Environment Charter School, Inc.  
Chartered through DeKalb County School District

Exhibit 25

11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;
14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;

DeKalb Academy of Technology and Environment Charter School, Inc.  
Chartered through DeKalb County School District

Exhibit 25

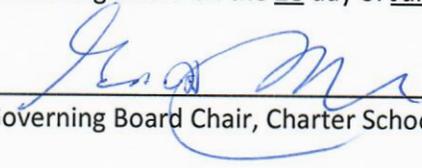
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall 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



DeKalb Academy of Technology and Environment Charter School, Inc.  
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 28 day of July, 2020.

  
\_\_\_\_\_  
Governing Board Chair, Charter School

7/29/2020  
\_\_\_\_\_  
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

8/16/2020  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, DeKalb Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent, DeKalb Board of Education

\_\_\_\_\_  
Date

**STATE OF GEORGIA****Secretary of State****Corporations Division****313 West Tower****2 Martin Luther King, Jr. Dr.****Atlanta, Georgia 30334-1530****ANNUAL REGISTRATION**

\*Electronically Filed\*

Secretary of State

Filing Date: 1/13/2020 8:45:40 AM

**BUSINESS INFORMATION**

<b>CONTROL NUMBER</b>	0457015
<b>BUSINESS NAME</b>	DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONMENT, INC.
<b>BUSINESS TYPE</b>	Domestic Nonprofit Corporation
<b>EFFECTIVE DATE</b>	01/13/2020
<b>ANNUAL REGISTRATION PERIOD</b>	2020

**PRINCIPAL OFFICE ADDRESS**

<b>ADDRESS</b>	1492 Kelton Drive, Stone Mountain, GA, 30083, USA
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**REGISTERED AGENT**

<b>NAME</b>	<b>ADDRESS</b>	<b>COUNTY</b>
Wills, Maury	1492 Kelton Drive, Stone Mountain, GA, 30083, USA	Dekalb

**OFFICERS INFORMATION**

<b>NAME</b>	<b>TITLE</b>	<b>ADDRESS</b>
Maury Wills	CEO	1492 Kelton Drive, Stone Mountain, GA, 30083, USA
Stefani Carter	SECRETARY	1492 Kelton Drive, Stone Mountain, GA, 30083, USA
Tony Lowe	CFO	1492 Kelton Drive, Stone Mountain, GA, 30083, USA

**AUTHORIZER INFORMATION**

<b>AUTHORIZER SIGNATURE</b>	Maury L. Wills
<b>AUTHORIZER TITLE</b>	Authorized Person

# STATE OF GEORGIA

**Secretary of State**

**Corporations Division**

**313 West Tower**

**2 Martin Luther King, Jr. Dr.**

**Atlanta, Georgia 30334-1530**

## CERTIFICATE OF AMENDMENT

### NAME CHANGE

I, **Brad Raffensperger**, the Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

**DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONMENT, INC.**  
**a Domestic Nonprofit Corporation**

has filed articles/certificate of amendment in the Office of the Secretary of State on 04/09/2020 changing its name to

**DeKalb Agriculture Technology and Environment, Inc.**  
**a Domestic Nonprofit Corporation**

and has paid the required fees as provided by Title 14 of the Official Code of Georgia Annotated. Attached hereto is a true and correct copy of said articles/ certificate of amendment.

WITNESS my hand and official seal in the City of Atlanta  
and the State of Georgia on 04/14/2020.



*Brad Raffensperger*

Brad Raffensperger  
Secretary of State

**ARTICLES OF AMENDMENT**

\*Electronically Filed\*  
Secretary of State  
Filing Date: 4/8/2020 5:05:54 PM

**Article 1**

Business Name : DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONMENT, INC.  
Control Number 0457015

**Article 2**

The entity hereby adopts an amendment to change its name to the following new business name:

New Business Name : DeKalb Agriculture Technology and Environment, Inc.  
Effective Date : 04/09/2020

**Article 3**

The date of the adoption of the amendment was: 03/31/2020

**Article 3**

The amendment was adopted by the board of directors :  
With member approval.

**Article 4**

The date of the adoption of the amendment was: 03/31/2020

**Article 5**

The undersigned does hereby certify that a request for publication of a notice of the filing of articles of amendment to change the corporation's name along with the publication fee of \$40.00 has been forwarded to the legal organ of the county of the registered office as requested by O.C.G.A 14-3-1005.1.

**Authorizer Information**

**Authorizer Signature :** Maury Wills

**Authorizer Title :** Officer

**BYLAWS**  
**OF**  
**DEKALB ACADEMY OF TECHNOLOGY AND ENVIRONMENT CHARTER**  
**SCHOOL, INC.**

ARTICLE 1

Name and Offices

1.1 Name. The name of this nonprofit corporation shall be DeKalb Academy of Technology and the Environment, Inc. (hereinafter referred to as the "Corporation").

1.2 Offices. The principal office for the transaction of the activities and affairs of this Corporation is 1492 Kelton Drive Stone Mountain, GA 30083, State of Georgia. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these Bylaws opposite this Section; alternatively, this Section may be amended to state the new location. The Corporation shall continuously maintain in the State of Georgia a registered office and a registered agent whose office is identical with such registered office as required by the Georgia Nonprofit Corporation Code. The registered office may be, but need not be, identical with the principal office of the Corporation, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE 2

Purposes, Objectives and Governing Instruments

2.1 Nonprofit Corporation. The Corporation shall be organized and operated as a nonprofit corporation under the provisions of the Georgia Nonprofit Corporation Code.

2.2 Purposes and Powers. Subject to the limitations set forth in this Article 2, the purpose of the Corporation shall be (a) to manage, operate, guide, direct, and promote the DeKalb Academy of Technology and Environment Charter School, Inc. (D.A.T.E.) and (b) in general, to engage in any lawful act or activity for which corporations may be organized under the Georgia Nonprofit Corporation Code, as and to the extent authorized by the Board of Directors,

2.3 Operational Limitations. Notwithstanding any other provision of these Bylaws, the Corporation shall operate exclusively for charitable, religious, scientific, literary, or educational purposes either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1956 (the "Code"), or the corresponding provision of any future federal tax code, and the Corporation shall not Carry on any other activities not permitted to be carried on (a) by a Corporation exempt from federal income

tax under Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code; or (b) by a Corporation, contributions to which are deductible under Section 170(c) (2) of the Code, or the corresponding section of any future federal tax code. The Corporation shall not be operated for pecuniary gain or profit, and no part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article 2. No substantial part of the activities of the Corporation may consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office.

2.4 Dedication of Assets. All of the assets of the Corporation are irrevocably dedicated to charitable, religious, scientific, literary, or educational purposes; accordingly, upon the up and dissolution of the Corporation, after paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable, religious, literary, or educational purposes and which is at the time of distribution qualified as exempt under Section 501 (c) (3) of the Code or the corresponding section of any future federal tax code; provided, however, that subject to the aforesaid restrictions it is the desire of the Corporation that the aforesaid "remaining assets" be distributed in such manner as the Board of Directors of the Corporation may determine.

2.5 Governing Instruments. The Corporation shall be governed by its Articles of Incorporation, by the charter granted by the DeKalb County Board of Education and its Bylaws.

ARTICLE 3

Board of Directors

3..1 Authority and Responsibility of the Board of Directors.

(a) All corporate powers of the Corporation conferred by the Articles of Incorporation, these Bylaws, the Georgia Nonprofit Corporation Code, or otherwise, shall be exercised by or under the authority of, and the business and affairs of the Corporation shall be managed under the direction of, the Board of Directors.

Member 1 Representative of the PTO to serve 3 year term

Member 2 An Educator to serve 3 year term

- Member 3      The Technology Member      to serve 3 year term
- Member 4      The Environment Member      to serve 3 year term
- Member 5      Parent
- Member 6      Parent
- Member 7      Parent
- Member 8      Parent
- Member 9      Parent

(b) By majority vote of the Directors then in office and in accordance with the Georgia Charter School Act of 1998, as amended; the Board of Directors may adopt such rules and regulations for the conduct of its business and the business and affairs of the Corporation as the Board of Directors deems advisable and may, in the execution of its powers, delegate certain of its authority and responsibility to, or seek advice from, one or more committees as provided in Article 7 below.

(c) The Board of Directors shall not permit any part of the net earnings, capital, or other property of the Corporation to inure to the benefit of any director, officer or other individual. However, the Corporation may employ such person or persons including officers, accountants, attorneys, agents, and assistants, as it deems necessary or desirable for the administration and management of the Corporation, and may pay reasonable compensation for the services performed and expenses incurred by any such person.

32 Number; Designations and Powers of Appointment Although the initial and previous Boards of Directors have governed the school under various rules and practices for electing its members, the procedures going forward shall, pursuant to the charter, be as follows. The Board of Directors shall be comprised of nine (9) individuals subject to the provisions of Section 3.3 below. One individual shall be an educator who shall be elected by the parent/guardian constituency of the D.A.T.E community. One member shall be a representative of the state-wide technology industry/sector, in recognition of the preeminent role of technology in our society. Said technology member shall have an established connection with the technology in our society. Said technology member shall have an established connection with the technology community and shall be selected/elected by the Board of Directors. One member shall represent and symbolize that sector of our community that furthers the goal of preserving the environment. Said environmental member shall have an established connection with environmental community and shall be elected by the Board of Directors. One member shall be a representative of the PTO. Each of the remaining six members shall be a parent or legal guardian of at least one student enrolled in D.A.T.E, and each shall have been elected by the parent/guardian body of the school.

33 Term: Appointment Process. Each Board of Director of the Corporation shall serve from June 1 of the school year through May 31 of the third year following said school year (each such period, a "term") All members shall serve at-large to the D.A.T.E. Members of the Board may succeed themselves if re-elected or re-appointed. Not less than sixty (60) days prior to the beginning of each school year of the D.A.T.E. the Board of Directors shall pursuant to Section 3.2 complete its deliberations and appoint the technology member as well as the environmental member for the upcoming term, in each case describing the qualification applicable to these two appointees. If the Board of Directors fail to exercise its power of appointment with respect to any directors prior to the beginning of the applicable term for such directorship(s), the number of directors comprising the Board of Directors shall be reduced not to include such directorship(s), until such time such organization exercise its power of appointment.

3.4 Resignation. Any Director may resign any time by written notice to the President or Secretary. Such resignation shall take effect at the time specified in the notice or if no time, is specified, upon receipt. A resignation need not be accepted to be effective. If the resigning Director was appointed pursuant to Section 3.2, the President or the Secretary shall promptly notify the electing body organization that such that appointed such Director of such Director's resignation so that the electing body may elect a successor to take office as of the date when the resignation becomes effective.

3.5 Removal. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Georgia Nonprofit Corporation Code. Thereafter, the President or the Secretary shall promptly notify the electing body such appointed Director removal so that the electing body may elect a successor as provided by Section 3.2.

3.6 Vacancies. Any vacancy occurring on the Board of Directors shall be filled in accordance with the Charter granted by the DeKalb County Board of Education, Georgia Nonprofit Corporation Code.

3.7 Compensation. Directors shall not receive any stated salary or other compensation for their services as Directors, but the Board of Directors may authorize reimbursement of expenses incurred in furtherance of such Directors' duties.

ARTICLE 4

Meetings and Action of the Board of Directors

4.1 Place of Meeting. Meetings of the Board of Directors may be held at any place agreed upon by majority of the Board., as set forth in the notice calling such meeting or in the event of a meeting held pursuant to waiver of notice, as may be set forth in the waiver, or if no place is so specified, at the principal office of the Corporation. However, to the extent practicable, all meetings of the Board of Directors shall take place at 1492 Kelton Drive Stone Mountain, GA 30083.

4.2 Regular Meetings. Every resolution of the Board of Directors fixing or changing the time or place for the holding of regular meetings of the Board of Directors shall be effective only for the then-current term of the Board of Directors, and notice thereof must be mailed or emailed to each Director at least ten (10) days prior to the first meeting held pursuant to such resolution. The Board of Directors may transact any business that comes before it at a regular meeting of the Board of Directors.

4.3 Special Meetings Notice. Special meetings of the Board of Directors may be called by or at the request of the President or a majority of the Directors in office at that time. Unless waived as contemplated in Section 5.2, notice of the date, time, place, and purpose of any special meeting of the Board of Directors shall be given by the Secretary, in accordance with Section 5.1, at least thirty-six (36) hours before such meeting.

4.4 Annual Meetings. The Board of Directors or its designee may hold an annual meeting each year, as soon as practicable following the beginning of the applicable school year of D.A.T.E. At the annual meeting, the Board of Directors or its designee shall conduct nomination and election of officers to the Board, consistent with the charter.

4.5 Waiver. Waiver of notice of all meetings of the Board of Directors shall be governed by Section 5.2 of these Bylaws.

4.6 Occurance of Meetings Board of Directors will hold a monthly meeting not exclusive to D.A.T.E's calendar year. Directors will meet, at a miniumn, ten (10) times a year.

4.7 Quorum. During open session, a majority of the voting Directors then in office shall constitute a quorum. For purposes of closed session, a majority of the voting Directors then in office and eligible to vote on the closed session item shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be fewer than a majority of the Directors present at any meeting, the meeting shall be adjourned.

4.8 Vote Required for Action. Except as otherwise provided in these Bylaws, the act of a majority of the Directors present at the meeting at which a quorum is present shall be the act of the Board of Directors. Voting Directors may not vote by proxy.

4.9 Action by Directors Without a Meeting. The Board may hold an Executive session that the public is not permitted to attend for the purpose of conducting business, which includes, but is not limited to compensation, contracts and human resources matters. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting if consent in writing, setting forth the action so taken, is signed by all Directors then in office. Such consent shall have the same force and effect as an affirmative vote at any meeting called. The signed consent, or a signed copy, shall be placed in the minutes.

4.10 Video Tele-Conference or Similar Communications. Under limited circumstances, and at the discretion of the Board, Directors may participate in and hold a meeting by means of Video Tele conference or similar communications technology by means of which all persons participating in the meeting can simultaneously hear each other during the meeting. Participation in such a meeting shall constitute presence in person at the meeting, except where a Director participates in the meeting and at the beginning of the meeting or promptly upon beginning participation, objects to holding the meeting or transacting business at the meeting by means of phone or similar communications and does not subsequently vote for or assent to any action taken at the meeting.

4.11 Adjournments. A meeting of the Board of Directors, whether or not a quorum is present, may be adjourned by a majority of the Directors present to reconvene at a specific time and place. It shall not be necessary to give notice of the reconvened meeting or of the business to be transacted other than by announcement at the meeting that was adjourned. At any such reconvened meeting at which a quorum is present, any business may be transacted that could have been transacted at a meeting which was adjourned.

ARTICLE 5

Notice and Waiver

5.1 Procedure. Whenever these Bylaws require notice to be given to any Director, the notice shall be given in accordance with this Section 5.1. Any notice to Directors may be written or oral and is effective upon communication in a comprehensible manner. Notice may be communicated in person; by telephone, telegraph, teletype, facsimile, email or other form of wireless communication; or by mail or private carrier. If these forms of personal notice are impracticable, notice may be communicated by a newspaper of general circulation in the area where published, or by radio, television, internet or other forms of media used for public broadcast communication purposes. Written notice, if in a comprehensible form, is effective at the earliest of the following:

- (a) When received or when delivered, properly addressed, to the addressee's last known principal place of business or residence.
- (b) Five days after its deposit in the mail, as evidenced by the postmark, if mailed with first-class postage prepaid and correctly addressed; or
- (c) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee.

5.2 Waiver. A Director may waive any notice before or after the date and time stated in the notice for the relevant meeting. Except as provided in this Section 5.2, the waiver must be in writing, signed by the Director entitled to the notice, and delivered to the Corporation for inclusion in the minutes or filing with the corporate records. A Director's attendance at or participation in a meeting waives any required notice to that Director of the meeting unless the Director at the beginning of the meeting (or promptly upon the Director's arrival) objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to action taken at the meeting.

ARTICLE 6

Officers

61 Number and Qualifications. The officers of the Corporation shall consist of Headmaster/CEO, a Secretary and a Treasurer and such other officers or assistant officers as the Board of Directors may from time to time deem necessary. The Board of Directors may from time to time create and establish the duties of such other officers or assistant officers as it deems necessary for the efficient management of the Corporation, but the Corporation shall not be required to have at any time any officers other than a Headmaster/CEO, a Secretary, and a Treasurer. Additionally, a lawyer may be selected annually by the Board of Directors to serve as legal counsel to the Charter School. Such lawyer may be an ex officio, non-voting observer to the Board of Directors and may serve as its parliamentarian. Such lawyer need not be a resident of DeKalb County. Such Lawyer may only attend Board meeting or any other meeting at the request of the Board of Directors. If the Corporation sends any notice (including, without limitation, any notice of meeting) or correspondence to the Board of Directors, the Corporation shall simultaneously send to such lawyer by similar means a copy of such notice or correspondence.

62 Election6.2 Elections and Term of Office. The officers of the Corporation shall be elected appointed by the Board of Directors and shall serve for one, two, or three-year terms according to their appointment and until their successors have been elected appointed and qualified, or until their earlier death, resignation, removal, retirement or disqualification, whichever is earlier.

63 Other Agents. The Board of Directors may appoint from time to time such agents as it may deem necessary or desirable, each of whom shall act or serve at the pleasure of the Board of Directors and shall have such authority and perform such duties and shall receive such reasonable compensation, if any, as the Board of Directors may from time to time determine, such as real estate , building contractor, project manger, CPA, etc..

64 Compensation. The Board of Directors shall determine the reasonable salary and /or compensation of the officers of the Corporation. Each officer shall be entitled to receive from the Corporation reimbursement of expenses incurred in furtherance of such officer's duties, provided that reimbursement of such expenses is approved or ratified by the Board of Directors.

65 Removal. Any officer or agent elected or appointed by the Board of Directors may, subject to any contract between the parties, be removed by the Board of Directors, with or without cause, at any meeting with respect to which proper notice of such purpose has been given to the officers or agents.

66 Vacancies. A vacancy in any office arising at any time and from any cause may be filled for the unexpired term at meeting of the Board of Directors.

67 Headmaster/ CEO. The Headmaster/CEO shall be the principal executive officer of the Corporation and shall preside at all meetings of the Board of Directors. At each annual meeting of the Directors, the Headmaster/CEO or the Headmaster/CEO designee shall

report on the activities of the Corporation and also shall present the Annual Report required by the Charter School Act of 1998, as amended. The Headmaster/CEO shall be authorized to enter into any contract or agreement on behalf of the Corporation and to execute in the corporate name any instrument or other writing, all to the extent in the ordinary course of the Corporation's business, except as may otherwise be limited herein. The Headmaster/CEO shall see that all orders and resolutions of the Board of Directors are carried into effect, shall supervise and direct the management and operation of the Corporation and shall make all decisions as to policy that may arise between meetings of the Board of Directors. The other officers and employees of the Corporation shall be under the Headmaster/CEO supervision and control during each such interim. The Headmaster/CEO shall perform these and such other duties and have such other authority and powers as the Board of Directors may from time to time prescribe.

- (a) Absence and or incapacitated the Headmaster/CEO In the absence or disability of the Headmaster/CEO the board shall have authority and exercise the powers of the Headmaster/CEO. They shall perform such others duties and have such other authority and powers as the Board of Directors may from time to time prescribe.

68 Vice Presidents. The vice-presidents, if any, in the order of their seniority, unless otherwise determined by the Board of Directors, shall, in the absence or disability of the Headmaster-CEO, perform the duties and have the authority and exercise the powers of the Headmaster/CEO. They shall perform such other duties and have such other authority and powers as the Board of Directors may from time to time prescribe or as the Headmaster/CEO may from time to time delegate.

69 Secretary,

- (a) The Secretary shall attend all meetings of the Board of Directors, shall record all votes, actions and the minutes of all proceedings in a book to be kept for that purpose and shall perform like duties for executive and other committees, if any, when required. The Secretary shall give, or cause to be given, notice of all meetings of the Board of Directors.

- (b) The Secretary shall, for the purpose of authenticating records of the Corporation, keep in safe custody the seal of the Corporation and, when authorized by the Board of Directors or the President of the Board, affix the seal to any corporate instrument. When so affixed, the seal shall be attested by the Secretary's signature or by the signature of the Treasurer or an assistant secretary.

- (c) The Secretary shall be under the supervision of the President. The Secretary shall perform such other duties and have such other authority and powers as the Board of Directors may from time to time prescribe or as the Headmaster/CEO may from time to time delegate.

6.10 Assistant Secretary. The assistant secretary if any in the order of their Seniority, unless otherwise determined by the President of the Board of Directors, shall, in the absence or disability of the Secretary, perform the duties and have the authority and exercise the powers of the Secretary. They shall perform such other duties and have such other powers as the Board of Directors may from time to time prescribe or as the Headmaster/CEO may from time to time delegate.

6.. 11 Treasurer. The treasurer will administrate and monitor the budget, and have the following added responsibilities :

- Ability to read/understand/Interpret financial statements for Board members
- ┆ Ensure the Board's financial policies are being followed.
- ┆ Chair the Finance Committee. Manage, with the finance committee, the board's review of and action related to the board's financial responsibilities.
- ┆ A signing authority on behalf of the Board for financial matters
- ┆ Ensure audited financial statements are presented to the Board on an annual basis
- ┆ Reports to the Board of Directors and general membership on finances.
- ┆ Act as a resource to other committees
- ┆ Adhere to general duties outlined in the Board member job description
- ┆ Attendance at monthly Board meetings.
- ┆ Work with the Headmaster/CEO and the Chief Financial Officer to ensure that appropriate financial reports are made available to the board.
- ┆ To foster a positive working relationship with other Board members, and the general staff
- ┆ Be aware and abstain from any conflict of interest
- ┆ Or The Headmaster/CEO (acting through the Board of Directors) shall be responsible on a day-to-day basis for the financial management and non-education related management of the Charter School. However, the Headmaster/CEO may sign checks up to \$25,000.00 at any one time or issue payments, or make payment for a cumulative indebtedness, not to exceed \$25,000.00 to any single payee. The Board of Directors shall approve any payments that exceeds \$25,000 and will use DeKalb County Board bidding process if amount exceeds.

ARTICLE 7

Committees of Directors

7.1 Executive Committee. By resolution adopted by a majority of the Directors then in office, the Board of Directors will designate from among its members an executive committee, which shall consist of two (2) or more Directors and the President. The executive committee, to the extent provided in such resolution, shall have and exercise all authority of the Board of Directors- in the management of the affairs of the Corporation; provided, however, committee may approve dissolution, merger or pledge or transfer all or substantially all of the Corporation's assets; elect, appoint or remove Directors or fill vacancies on the Board of Directors or on any of its committees; or adopt, amend or repeal the Articles of Incorporation or the Bylaws of the Corporation. A majority of the members of the Executive Committee shall form a quorum for the transaction of business. The appointment of the Executive Committee and the delegation of authority of the Board of Directors shall not relieve the Board of Directors of any responsibility imposed on it by law,

7.2 Finance Committee. By resolution adopted by a majority of the Directors then in office, the Board of Directors will designate from among its members a finance committee, which shall consist of three (3) or more Directors or as described in section 7.2. The finance committee is primarily to provide financial oversight for the D.A.T.E.

7.3 Education Committee By resolution adopted by a majority of the Directors then in office, the Board of Directors will designate from among its members a education committee, which shall consist of three (3) or more Directors and the education representative.

7.4 Advisory Committees. The Board of Directors may provide for advisory committees, consisting in whole or in part of persons who are not Directors of the Corporation, as it deems necessary or desirable, and discontinue any such committee at its pleasure. It shall be the function and purpose of each such committee to advise the Board of Directors; and each such committee shall have such powers and perform such specific duties or functions, not inconsistent with the Articles of Incorporation of the Corporation or these Bylaws, as the Board of Directors may prescribe. Appointments to, and the chair of, any such advisory committees shall be made by the President, unless the Board of Directors otherwise provides.

7.5 Other Committees. The Board of Directors may authorize the appointment of other committees having such authority of the Board of Directors in the management of the Corporation as is set forth by resolution adopted by a majority of Directors present at a meeting at which a quorum is present. Each committee, so designated shall consist of one (1) or more Directors. Except as otherwise provided in such resolution, members of each such committee and the chairman of such committee shall be appointed by the President of the Board of Directors. The appointment of any such committee and the delegation of authority thereto shall not operate to relieve the Board of Directors of any responsibility imposed upon it by law.

7.6 Term of Appointment. Each member of a committee shall serve at the pleasure of the Board of Directors and, if appointed by the President, at the pleasure of the President.

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

7.8 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum; and the act of a majority of members present at a meeting at which a quorum is present shall be the act of the committee.

7.9 Rules. Each committee may adopt rules for its own government, so long as such rules are not inconsistent with these Bylaws or with rules adopted by the Board of Directors,

ARTICLE 8

Contracts, Checks, Deposits and Funds

8.1 Contracts. Except as otherwise limited herein, the Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation. Such authority must be in writing and may be general or confined to specific instances.

8.2 Checks, Drafts, Notes. Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers., agent or agents, of the Corporation and in such other manner as may from time to time be determined by resolution of the Board of Directors or as provided herein.

8.3 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such federally-insured banks, trust companies, or other depositories as the Board of Directors may select

8.4 Gifts. The Board of Directors may accept on behalf of the Corporation any contributions, gifts, bequests, or devise for the general purposes or for any special purpose of the Corporation

## ARTICLE 9

### Indemnification and Insurance

9.1 Indemnification. As used in this Article 9, the term "director" or "officer" shall have the meaning ascribed to such term pursuant to Section 14-3-850 of the Georgia Nonprofit Corporation Code, as amended from time to time. The Corporation shall indemnify each of its directors and officers as and to the extent permitted under Part 5 of Article 8 of the Georgia Nonprofit Corporation Code (as amended from time to time), which Part is hereby incorporated herein by reference.

9.2 Indemnification Not Exclusive of Other Rights. The indemnification provided in section 9.1 above shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under the Articles of Incorporation or Bylaws, or any agreement, vote of disinterested directors, or otherwise, both as to action in the person's official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee, or agent, and shall inure to the benefit of the heirs, executors, and administrators of such a person.

9.3 Insurance. To the extent permitted by Georgia law, the Corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee, or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, partner, trustee, employee or agent of another Corporation, domestic or foreign, non-profit or for profit, partnership, joint venture, trust, employee benefit plans or other entity.

ARTICLE 10

Miscellaneous

10.1 Books and Records. The Corporation shall maintain books and records of account and minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors, executed consents evidencing all actions taken by the Board of Directors without a meeting, and waivers of notice of all meetings of the Board of Directors and its committees. In addition, the Corporation shall keep copies of all records required to be kept under Georgia law,

10.2 Corporate Seal. The corporate seal (of which there may be one or more exemplars) shall be in such form as the Board of Directors may from time to time determine.

10.3 Fiscal Year. The Board of Directors is authorized to fix the fiscal year of the corporation and to change the year from time to time as it deems appropriate.

10.4 Internal Revenue Code. All references in these Bylaws to sections of the Internal Revenue Code shall be considered references to the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any applicable future federal tax law.

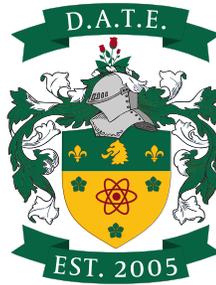
10.5 Relation to Articles of Incorporation. These Bylaws are subject to, and governed by, the Articles of Incorporation

ARTICLE 11

Amendment

11.1 Power to Amend Bylaws. The Board of Directors shall have the power to alter, amend or repeal these Bylaws or adopt new Bylaws.

11.2 Conditions. Action taken by the Board with respect to the Bylaws shall be taken by an affirmative vote of a majority of the Directors then in office. A copy of any proposed amendments must be distributed to all Directors at least 20 days prior to the meeting at which the Directors will be called upon to vote with respect to such proposed amendments



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**CONFLICT OF INTEREST POLICY**

All Board Members and employees should be provided with this Conflict of Interest Policy upon commencement of employment or appointment and required to acknowledge that they have read, understand and are in compliance with the terms of the policy. Board members and employees should review on an ongoing basis circumstances that constitute a conflict of interest or the appearance of a conflict of interest, abide by this policy and seek guidance when necessary and appropriate.

This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to public authorities.

Conflicts of Interest: A conflict of interest is a situation in which the financial, familial, or personal interests of a director or employee come into actual or perceived conflict with their duties and responsibilities with the Authority. Perceived conflicts of interest are situations, where there is the appearance that a board member and/or employee can personally benefit from actions or decisions made in their official capacity, or where a board member or employee may be influenced to act in a manner that does not represent the best interests of the authority. The perception of a conflict may occur if circumstances would suggest to a reasonable person that a board member may have a conflict. The appearance of a conflict and an actual conflict should be treated in the same manner for the purposes of this Policy.

Board members and employees must conduct themselves at all times in a manner that avoids any appearance that they can be improperly or unduly influenced, that they could be affected by the position of or relationship with any other party, or that they are acting in violation of their public trust. While it is not possible to describe or anticipate all the circumstances that might involve a conflict of interest, a conflict of interest typically arises whenever a director or employee has or will have:

- A financial or personal interest in any person, firm, corporation or association which has or will have a transaction, agreement or any other arrangement in which the authority participates.
- The ability to use his or her position, confidential information or the assets of the authority, to his or her personal advantage.
- Solicited or accepted a gift of any amount under circumstances in which it could reasonably be inferred that the gift was intended to influence him/her, or could reasonably be expected to influence him/her, in the performance of his/her official duties or was intended as a reward for any action on his/her part.
- Any other circumstance that may or appear to make it difficult for the board member or employee to exercise independent judgment and properly exercise his or her official duties.

Outside Employment of Authority's Employees: No employee may engage in outside employment if such employment interferes with his/her ability to properly exercise his or her official duties with the authority.

## PROCEDURES

Duty to Disclose: All material facts related to the conflicts of interest (including the nature of the interest and information about the conflicting transaction) shall be disclosed during any action taken at any meeting of the Members of the Board Members.

Determining Whether a Conflict of Interest Exists: The Governance Committee and/or Ethics Officer shall advise the individual who appears to have a conflict of interest how to proceed. The Governance Committee and/or Ethics Officer should seek guidance from counsel, when dealing with cases where they are unsure of what to do.

Recusal and Abstention: No board member or employee may participate in any decision or take any official action with respect to any matter requiring the exercise of discretion, including discussing the matter and voting, when he or she knows or has reason to know that the action could confer a direct or indirect financial or material benefit on himself or herself, a relative, or any organization in which he or she is deemed to have an interest. Board members and employees must recuse themselves from deliberations, votes, or internal discussion on matters relating to any organization, entity or individual where their impartiality in the deliberation or vote might be reasonably questioned, and are prohibited from attempting to influence other board members or employees in the deliberation and voting on the matter.

Records of Conflicts of Interest: The minutes of the authority's meetings during which a perceived or actual conflict of interest is disclosed or discussed shall reflect the name of the interested person, and that the interested person abstained due to a conflict of interest.

Reporting of Violations: Board members and employees should promptly report any violations of this policy to his or her supervisor, or to the public authority's ethics officer, general counsel or human resources representative, in accordance with the authority's Policy and Procedures.

Penalties: Any director or employee that fails to comply with this policy may be penalized in the manner provided for in law, rules or regulations.

Re- adopted, August , 2019

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

Name & Title: George A Jones  
Proposed Charter School: \_\_\_\_\_  
Telephone: 404-861-7940  
Street Address: \_\_\_\_\_  
City, State, Postal Code: 2184 RAVEN Circle Lithonia GA  
Email Address: gj@ab0.comcast.net

Conflict of Interest Disclosure

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

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

Criminal Background History

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

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

Certification

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

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

Signature: [Handwritten Signature]

Date: 9/21/2015



RELATIONSHIPS · RELEVANCE RIGOR

**THE DEKALB ACADEMY OF TECHNOLOGY & ENVIRONMENT CHARTER SCHOOL, INC.**

*A STEM (AdvancEd) Accredited School*

1492 Kelton Drive Stone Mountain, GA 30083

(Office) 678.999.9290 (Fax) 678.999.9294 [www.dekalbacademy.org](http://www.dekalbacademy.org)

**CODE OF ETHICS**

**DeKalb Academy of Technology and Environment Charter School, Inc. Board of Directors**

**I. Integrity**

All directors, officers, employees, and volunteers of D.A.T.E. shall act with honesty, integrity, and openness in all of their dealings as representatives of D.A.T.E. D.A.T.E. shall maintain a working environment that values integrity, fairness, and respect.

**II. Mission and Vision**

The Board shall uphold the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans.

*The Charter School shall be subject to the governance of the Local Board as provided herein and in a manner consistent with the Charter School Act of 1998 and the Constitution of the State of Georgia. A complete explanation of its governance mechanism is contained in governance section. Day-to-day management responsibility shall be shared on-site between the Principal and Administrator. The Charter School shall utilize a Board of Directors, which shall be subject to the provisions of O.C.G.A. § 50-14-1 et seq. (Open and Public Meetings) and O.C.G.A. § 50-18-70 et seq. (Inspection of Public Records).*

**III. Governance**

The Board of Directors is responsible for setting the mission and the strategic direction of D.A.T.E. and for exercising oversight of its finances and policies. The Board of Directors shall:

- Ensure that Board members possess the requisite skills and experience to carry out their duties and that all directors understand and fulfill their governance duties, acting for the benefit of D.A.T.E. and its public purpose;
- Adopt and implement a Conflict of Interest Policy, so that conflicts of interest, as well as the appearance of conflicts of interest, are avoided or properly managed through disclosure, recusal, or other means;
- Be responsible for the hiring and regular performance review of the Chief Executive Officer, and ensure that the compensation of the Chief Executive Officer is reasonable and appropriate;
- Ensure that the Chief Executive Officer and appropriate staff provide the Board of Directors with timely and comprehensive information, so that the Board of Directors can effectively carry out its duties;
- Ensure that D.A.T.E. conducts all transactions and dealings with integrity and honesty;
- Ensure that D.A.T.E. promotes working relationships with Board members, management team, staff, and volunteers based on mutual respect, fairness, and openness;
- Ensure that D.A.T.E. is fair and inclusive in its hiring and promotion policies and practices for all Board, and C.E.O. and Volunteers
- Ensure that key policies of D.A.T.E. are in writing, clearly articulated, and adopted;

- Ensure that the resources of D.A.T.E. are responsibly and prudently managed;
- Ensure that D.A.T.E. has the capacity to carry out its programs effectively.

#### **IV. Law and Ethics**

D.A.T.E. shall comply with all applicable federal, state, and local laws and regulations and shall seek the advice of counsel when necessary or appropriate. Compliance with the law; however, is the minimum standard of expected behavior. D.A.T.E. shall also adhere to the highest ethical standards. All resolutions and other legal actions by the Board of Directors shall satisfy two requirements: (1) they shall be legally permissible, and (2) they shall also reflect the highest ethical standards as determined by the Board of Directors in the exercise of its sole discretion.

#### **V. Stewardship**

In managing its funds/budgets responsibly and prudently, D.A.T.E. shall:

- The governing board upon recommendation of the School Leader, adopts a budget that adheres to State law provisions and is consistent with its strategic plan
- The governing board adopts policy for sound fiscal management and monitors the implementation of the budget in accordance with state laws and regulations.
- The board monitors the school's audits, monthly financial reports, and additional financial reports needed to make informed decisions and to ensure execution of the budget in a manner consistent with the strategic plan and strategic goals of the school.
- Avoid accumulating debt during a fiscal year;
- Follow spending practices and policies that are fair, reasonable, and appropriate to fulfill the mission of D.A.T.E.

## **VI. Diversity**

D.A.T.E. shall promote diversity and inclusiveness in its Board of Directors, management team, staff, and volunteers.

## **VII. Training and Evaluation**

D.A.T.E. is committed to improve, continually, its educationally programs and its organizational quality. D.A.T.E. shall periodically review its educational program and incorporate strategies and resources learned into future programs. D.A.T.E. shall be responsive to new developments in its field of activity and shall be responsive to the interests of its students, parents, and other constituencies.

D.A.T.E. shall develop and implement an annual training program according to O.C.G.A. 20-2-2072 and State Board Rule 160-4-9-.06, Charter School governing Training with the following:

- Standards for Effective Governance of Georgia Nonprofit Charter School

Governance Boards Modules to include:

- Governance
- Strategic Planning
- Board and Community Relations
- Policy Development
- Board Meetings
- Personnel
- Financial Governance
- Ethics
- Workforce/Economic Development
- Joint venture among business, school system, technical college and others

,whereby the performance of the Board of Directors, as a whole, should be based on leadership indicators on annual climate surveys of the CCRPI adopted by the Georgia Department of Education and local feedback and evaluations from stakeholders.

## **VIII. Fundraising**

D.A.T.E. shall comply with the fundraising requirements of The Georgia Charitable Solicitations Act of 1988 as amended (“Charitable Solicitations Act”)

- D.A.T.E. shall respect the privacy concerns of individual donors and shall follow donor intent in making expenditures. D.A.T.E. shall disclose important and relevant information to potential donors. In raising funds from the public, D.A.T.E. shall:

- Inform donors of the mission of D.A.T.E., how resources will be used, and the integrity of D.A.T.E. causing donations to be used effectively for their intended purposes;
- Inform donors of the identity of those serving on D.A.T.E.'s Board;
- Disclose D.A.T.E.'s most recent financial reports;
- Represent that contributions will be used for the purposes for which they were given;
- Provide appropriate acknowledgement and recognition of contributions;
- Treat information about donations with respect and with confidentiality to the extent provided by the law;
- Provide an opportunity for donors to delete their names from mailing lists that may be used by others;
- Encourage donors to ask questions when making a donation, and provide prompt, truthful, and forthright answers.

## **IX. Transparency**

D.A.T.E. shall adhere to the Georgia Open Meetings Act and provide comprehensive and timely information to the public, the media, and all stakeholders and shall be responsive in a timely manner to reasonable requests for information. All information about D.A.T.E. shall fully and honestly reflect the policies and practices of D.A.T.E. All solicitation materials shall accurately represent D.A.T.E.'s policies and practices. All financial and program reports shall be complete and accurate in all material aspects.

The following governance documents shall be posted, but not limited D.A.T.E.'s website: *Articles of Incorporation, Bylaws, Conflict of Interest Policy, Code of Ethics, Monthly Financial Statements, Open Meetings Act Law, Annual Report, along with Audited Financial Statements, Board Minutes and Agendas, Charter Contract and Non Profit Certificate*. The website shall invite comments by readers with regard to any governance document, and the readers shall be expressly encouraged to download any documents that may be useful to their nonprofit organization.

## **X. Confidentiality**

All directors, officers, employees and volunteers have a duty to safeguard information that is proprietary to D.A.T.E.. Information about D.A.T.E. that is confidential or proprietary and obtained by a director, officer, employee or volunteer as a consequence of such person's association with D.A.T.E. may not be disclosed to third parties unless expressly authorized by D.A.T.E..

## **XI. Complaints**

Any person, whether or not connected with D.A.T.E., may lodge a complaint of unethical conduct against a director, officer, employee, or volunteer of D.A.T.E. by filing such complaint, written or oral, with any director or officer found in the Grievance section of the Board of Director's page.

## **XII. Remedies**

Any director who fails to comply with this Code of Ethics may, in the discretion of the Board of Directors, be removed from the Board. If any employee or volunteer fails to comply with this Code of Ethics, that person may be put on notice or terminated, in the discretion of the Board of Directors.

## **XIII. Annual Affirmation Statement**

D.A.T.E. shall provide a copy of this Code of Ethics to every director, officer, employee, and volunteer. Each year the Annual Affirmation Statement, attached, shall be signed by each director, officer, and employee, affirming that such person has received a copy of this Code of Ethics, has read and understands it, and agrees to comply with it. Volunteers are not required to sign and submit such a Statement.

All Annual Affirmation Statements shall be submitted to the Chief Executive Officer or the Secretary of the Board and then filed with the minutes of the first meeting of the Board of Directors held each year after August 1.

## **ANNUAL AFFIRMATION STATEMENT -D.A.T.E.**

The Code of Ethics of D.A.T.E. requires an annual affirmation that you have received, read, understand, and agree to comply with the Code of Ethics.

Please sign this Annual Affirmation Statement indicating your affirmation as described above

Please return this Statement to the Chief Executive Officer of D.A.T.E. each year by August 1.

Your name: \_\_\_\_\_

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

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

**School/System Name: DeKalb Academy of Technology and Environment Charter School, Inc.**

I. Academic: Contract Terms and Performance Goals	Assessment
<b>Essential or Innovative Features</b> (Indicate whether each essential or innovative feature was implemented ( X). Use the legend below)	
Technology Sciences integrated into core subjects and as required course for students	Curriculum
Agricultural Sciences Integrated into subjects and required course for students	Curriculum
Environmental Sciences Integrated into subjects and required course for students	Curriculum
Implementation of Student Learning Electronic Portfolios for students	Curriculum
Master Gardening Program/Aquaponic &Hydroponics Program Implementation	Curriculum
STEAM Bus /Activities provided and implement in setting and outside settings/outreach	Curriculum
<b>II. Achievement of Academic and Organizational Goals</b> (Indicate the assessment used for each measure. Provide the target and	
<b>ACHIEVEMENT : D.A.T.E. will increase in CCRPI</b>	
Measure 1: DATE will exceed District and State CCRPI for Elementary and Middle School Averages	CCRPI Avg.
Measure 1a: DATE will exceed District and State CCRPI for Elementary School Averages	Elementary
Measure 1b: DATE will exceed District and State CCRPI for Middle School Averages	Middle
Measure 2: DATE will Beat the Odds	CCRPI Avg.
<b>D.A.T.E will show improvements in subgroups</b>	
Measure 3: DATE students ( 4th/5th grade) demonstrate growth in mathematics by 2%. ( Not Subgroup)	Georgia Miles.
Measure 4 DATE A. American subgroup will demonstrate typical/high growth by 2%. In ELA	Georgia Miles.
Measure 5: DATE A. American subgroup will demonstrate typical/high growth by 2% in math	Georgia Miles.
Measure 6: DATE Economically Disadvantage subgroup will demonstrate typical/high growth by 2% in Math	Georgia Miles.
Measure 7: D.A.T.E. ESOL subgroup will demonstrate typical/High growth by 2%. In ELA	Georgia Miles.
<b>Organizational Goals</b>	
<b>7. Student Absences</b>	
Percentages of students absent < 15% shall not exceed 5%	CCRPI Avg.
<b>8: Student Promotion</b>	
Students Promoted to next grades >= 98%	Infinite Campus
<b>9. Student Retention</b>	
Students body retention at D.A.T.E.. will be at least 90%	Infinite Campus
<b>10. Teacher Daily Attendance</b>	
Teacher daily attendance shall increase by 1% with baseline of 90%	CCRPI Avg.
<b>11. School Climate Survey Overall Total</b>	
Parents Satisfaction of at least 90%	CCRPI Avg.
Staff Satisfaction of at least 90%	CCRPI Avg.
<b>Financial Goals</b>	
Measure 1: Operate in a fiscally sound manner, measured by audit	Yes/No
Measure 2: Actual/Proposed budgets demonstrate effective allocation of resources	Yes/ No
Measure 3: Yrly. Balance sheets reflects adequate cash reserves	Yes/ No
Measure 4: Charter School will meet GAP by external annual audits	Meet/ No Meet
Measure 5. Financial Efficacy	CCRPI /Annual R



Report should look like.

Charter Term: 2016-2021			
Year 1:2016-2017	Year 2:2017-2018	Year 3:2018-2019	Year 4:2019-2020

How to indicate the implementation of each feature.)

X	X	X	X
X	X	X	X
X	X	X	X
X	X	X	X
X	X	X	X
X	X	X	X

and actual performance for each measure. Use the legend below to color code each "Actual" performance cell. You may add additional line

DATE 16-17 State/ District		DATE 17/18 State/Disitric		DATE 18/19 State/Disitric		DATE 19/2 State/Disitric	
80.20	75 / 69.9	71.40	76.6 / 70.0	83.50	75.9 / 75.4	N/A	N/A
76.80	72.9/67	65.60	77.8/71.9	83.90	77.1/79	N/A	N/A
86.50	73/67.8	82.40	76.2/67.2	82.90	72.1/73.2	N/A	N/A
BTO	N/A	BER	N/A	BTO		N/A	N/A
<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
>6%	29%	>6%	28%	>6%	37%	39%	N/A
54%	79%	84%	62%	62%	68%	72%	N/A
55%	79%	84%	72%	76%	78%	83%	N/A
59%	77%	82%	71%	71%	75%	80%	N/A
42%	86%	91%	60%	64%	82%	862%	N/A
<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>	<b>Target</b>	<b>Actual</b>
95	92.27	95	98.50	95	97.85	95.00	N/A
98	100.00	98.00	100.00	98.00	100	98.00	N/A
90.00	94.00	90.00	93.00	90	95.00	90.00	N/A
90.00	91.30	90.00	96.67	90.00	96.14	90.00	N/A
3.00	4 Stars out of 5	3.00	4 Stars out of 5	3.00	4 Stars out of 5	3.00	N/A
4.00	4 Stars out of 5	4.00	4 Stars out of 5	4.00	4 Stars out of 5	4.00	N/A
4.00	4 Stars out of 5	4.00	4 Stars out of 5	4.00	4 Stars out of 5	4.00	N/A
<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>				
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes		Yes	N/A
Yes		Yes	Yes	Yes	Yes	Yes	N/A
Meet	Yes	Yes	Yes	Yes	Yes	Yes	N/A
4	4.5	Yes	4	4	N/A	N/A	N/A

Legend

Met	Progress Made	Not Met	

Year 5:2020-2021
TBD

s for each measure as needed)

DATE 20/21 State/DisitRICT

N/A	
N/A	TBD
N/A	TBD
N/A	
<b>Target</b>	<b>Actual</b>
N/A	
<b>Target</b>	<b>Actual</b>
N/A	N/A
N/A	N/A
N/A	N/A
2020-2021	N/A
N/A	N/A

**Governing Board Training Plan**

Board Members	Post	Terms	Training Requirements	Training Timeline
Board Member	1	2018-2021	<b>Existing</b> board members(Post 1-6) that have served one or more years must complete a minimum of <b>9</b> hours of annual training including: Domain VII- Financial Governance Domain I- Governance Domain IV- Policy Development Domain II- Strategic Planning <b>New</b> board members(Post 7-8) must complete a minimum of <b>15</b> hours of training within their first year of service Domain VII- Financial Governance Domain I- Governance Domain IV- Policy Development Domain V- Board Meetings Domain VIII- Ethics Domain II- Strategic Planning Domain III- Board and Community Relations	O.C.G.A. § 20-2-2072 and SBOE Rule 160-4-9-.06 require members of locally-approved nonprofit charter school governing boards to participate in nine (9) hours of annual training, with six (6) additional hours of training for new governing board members.
Board Member	2	2018-2021		
Board Member	3	2018-2021		
Board Member	4	2018-2021		
Board Member	5	2018-2021		
Board Member	6	2018-2021		
Board Member	7	2020-2023		
Board Member	8	2020-2023		

**Summary**

The Governing Boards’ Training Program, (See Exhibit 6), for the remaining years and renewal contractual years consist of the required Domains of: I. Governance Training, VII. Financial Training, and II. Policy Making for current board members for posts (1, 2, 3, 4, 5), who have experience of more than two years. Due to the boards interest and need to collaborate with the community, team leaders, and other stakeholders; the boards’ recommends Domain II. Strategic Planning for additional training for inductors, such as a focus of development and the implementation of an `action plan consisting of monitoring and of reporting progress of measures, targets, and effectiveness in accordance to the schools strategic plan. Not only will newly elected members take on this additional training of Domain II., but current board members are committed. Newly elected board members in posts 7 and 8 will acquire training in the areas of Domains of: I. Governance Training, VII. Financial Training, and II. Policy Making, and additional hours of IV Policy, V. Board Meeting, VII, Ethics, along with the III. Board and Community Relations.

**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

<b>Personnel Decisions</b>	<b>Charter School Nonprofit Governing Board</b>	<b>Charter School Management</b>	<b>Local School District*</b>	<b>Post-Secondary Education Partner(s) (if applicable)</b>	<b>Business Partner(s) (if applicable)</b>	<b>Community Partner(s) (if applicable)</b>
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		✓				
<b>Financial Decisions and Resource Allocation</b>	<b>Charter School Nonprofit Governing Board</b>	<b>Charter School Management</b>	<b>Local School District*</b>	<b>Post-Secondary Education Partner(s) (if applicable)</b>	<b>Business Partner(s) (if applicable)</b>	<b>Community Partner(s) (if applicable)</b>
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	✓	✓				

## Locally-Approved Charter School Partners Roles and Responsibilities Chart

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	✓	✓				
<b>Curriculum and Instruction</b>	<b>Charter School Nonprofit Governing Board</b>	<b>Charter School Management</b>	<b>Local School District*</b>	<b>Post- Secondary Education Partner(s) (if applicable)</b>	<b>Business Partner(s) (if applicable)</b>	<b>Community Partner(s) (if applicable)</b>
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	✓	✓				

## Locally-Approved Charter School Partners Roles and Responsibilities Chart

<b>Curriculum and Instruction <i>(continued)</i></b>	<b>Charter School Nonprofit Governing Board</b>	<b>Charter School Management</b>	<b>Local School District*</b>	<b>Post-Secondary Education Partner(s) (if applicable)</b>	<b>Business Partner(s) (if applicable)</b>	<b>Community Partner(s) (if applicable)</b>
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	✓	✓				
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	✓	✓				
<b>Establishing and Monitoring the Achievement of School Improvement Goals</b>	<b>Charter School Nonprofit Governing Board</b>	<b>Charter School Management</b>	<b>Local School District*</b>	<b>Post-Secondary Education Partner(s) (if applicable)</b>	<b>Business Partner(s) (if applicable)</b>	<b>Community Partner(s) (if applicable)</b>
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		✓				

## Locally-Approved Charter School Partners Roles and Responsibilities Chart

<b>School Operations</b>	<b>Charter School Nonprofit Governing Board</b>	<b>Charter School Management</b>	<b>Local School District*</b>	<b>Post-Secondary Education Partner(s) (if applicable)</b>	<b>Business Partner(s) (if applicable)</b>	<b>Community Partner(s) (if applicable)</b>
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	✓	✓				

## Locally-Approved Charter School Partners Roles and Responsibilities Chart

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*

Application Date:     
*Month Day Year*

Start Date:     
*Month Day Year*

Orientation:

Grade Applied for:

Dropped Date:     
*Month Day Year*

Date of Orientation:     
*Month Day Year*

**STUDENT INFORMATION**

Name:              
*First MI Last Sex: M F*

Address:      
*Street City State Zip*

Soc. Sec.#:    D.O.B.:    Place of Birth

*Student must be born on or before September 1, 2015 to enter the Kindergarten.  
 Student must be born on or before September 1, 2014 to enter the First Grade.*

**RACIAL/ETHNIC INFORMATION (Check one category)**

- American Indian or Alaskan Native
- Asian or Pacific Islander
- Hispanic
- White not of Hispanic Origin
- Black not of Hispanic Origin
- Multicultural

Year to be enrolled at D.A.T.E.:  Fall of:  Grade

**CURRENT SCHOOL INFORMATION**

School Name:  Current Grade:

School Address:      
*Street City State Zip*

Type of School:  Private  Public  Other (list) \_\_\_\_\_

**PREVIOUS SCHOOL INFORMATION**

School Name:  Grade There:

School Address:      
*Street City State Zip*

Type of School:  Private  Public  Other (list) \_\_\_\_\_

School Name:  Grade There:

School Address:      
*Street City State Zip*

Type of School:  Private  Public  Other (list) \_\_\_\_\_

**NAME AND AGES OF OTHER SIBLINGS (Please indicate if these siblings are enrolled or have applied at our school)**

Name	D.O.B.	Expected Grade	Enrolled	Applied
	/ /			

	/ /			
	/ /			

Open enrollment 2014-15

## Policy for Enrollment, Reenrollment, Lottery Descriptions and Process

Upon notification from the Office of Charter Schools Compliance that the Charter has been renewed, the Charter School will prepare additional printed brochures, fliers, and leaflets to publicize the continued operation and reenrollment dates of the Charter School in the metro DeKalb County Area to attract a diverse student population. In addition, newspaper and radio ads will be prepared and published. The Charter School shall enroll any student who resides in the Local Board's School District and who submits a timely application, unless the Charter School has more applicants than available slots in the appropriate class or grade level, applicants will be subject to a random selection lottery process set forth by the Administration.

The attendance zone for the Charter School shall be the entire area of DeKalb County, which currently is served by the DeKalb County School District. Equal access will be given to all students while complying with all civil rights laws as they pertain to student admissions.

The Charter School will give enrollment priority to siblings of students already enrolled in the school as described in subsection c. of this section below. No other enrollment priorities are currently in place at D.A.T.E. and no others are planned.

The rules and procedures concerning admission of students, including the process for the random selection, will be as follows:

Applicants for admission to specific grade levels will remain or in the future be made available to the public for a minimum of 8 weeks per year. Through **Phase I** (4 weeks), reenrollment and sibling enrollment will occur. In **Phase II** (4 weeks), open enrollment and the lottery selection process will occur. Notification of application enrollment dates will be published in a local daily or weekly newspaper, community flyers, school's website/newsletters, as well as with the District School Choice Office. Applicants must complete and return an application within the time period specified for enrollment by the Administration. **Phase I** begins in December of each school year for reenrollment and sibling enrollment for four consecutive weeks and **Phase II** begins in February for open enrollment. Charter School shall enroll any student who resides in the Local Board's School District and who submits a timely application, unless the Charter School has more applicants than available slots in the appropriate class or grade level applicants will be subject to a random selection lottery process set forth by the Administration. If openings remain after the **Phase I** enrollment period, students will be admitted on the basis of a lottery.

After the student has been enrolled at the Charter School, he/she will be permitted to enroll in succeeding school years as long as: (1) appropriate grade levels are offered at the Charter School, (2) the student and parents express a continued interest in the curriculum offered; and (3) the student reapplies during open registration periods.

A child will be promoted to the next grade level when he/she has: (1) completed the promotion requirements of the current grade; (2) in the opinion of professional staff, achieved the instructional objectives of the present grade; (3) demonstrated sufficiently proficiency to move ahead in the educational program; and (4) has demonstrated the degree of social, emotional and physical maturity necessary for a successful learning experience in the succeeding grade.

Enrollment data shall be maintained at the school and transmitted via the Infinite Campus, which the school will utilize.

The Charter School acknowledges the following: Students not residing in DeKalb County are not eligible to attend the charter school. A charter school may not charge tuition. The charter school shall report daily attendance to the DeKalb County School System (DCSS) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades k-8, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the Infinite Campus) application while the charter school shall 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.

## DEKALB COUNTY SCHOOL DISTRICT | 2020-2021 CALENDAR

Approved by the Board of Education on July 24, 2020  
(179 Days-Students/ 185 Days + 4 Professional Development Institute Days-Teachers)

<p><b>4</b> Independence Day</p>	<p><b>JULY '20</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	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		<p><b>JANUARY '21</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>1 Winter Break  <b>13 Last Day of 1<sup>st</sup> Semester</b>  <b>14</b> Post/Pre-Planning Day  <b>15</b> Professional Development Institute  <b>18</b> Dr. M. L. King, Jr. Day  <b>19</b> First Day of 2<sup>nd</sup> Semester</p> <p style="color: red;">17 Instructional Days</p>	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						
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<p><b>21-31</b> Winter Break</p> <p style="color: red;">14 Instructional Days</p> <p style="color: red;">83 Instructional Days                      88 10-Month Contract Days                      3 10-Month Professional Development Institute Days</p>	<p><b>NOVEMBER '20</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	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						<p><b>MAY '21</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>27 <b>Early Release Day</b>                      Post Planning Day  <b>28 Last Day of School</b>  <b>Early Release Day</b>                      Post Planning Day</p> <p>31 Memorial Day</p> <p style="color: red;">20 Instructional Days</p>	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					
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Note: The 2020-2021 school calendar includes an official work schedule reduction in contracted days for 10-month employees.

**2013-2014 Elementary Master Schedule**

<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>	<u>Fourth Grade</u>
<b>8:00-9:00</b> <b>Specials</b> KA- Nealy	<b>8:00-9:00/10:00-10:45</b> A-Reader's/Writer's Wkshp B-Math C-Science/Soc. Studies	<b>8:00-9:40</b> A-Reader's/Writer's Wkshp B-Math C-Science/Social	<b>8:00-9:40</b> A-Science/Soc. Studies B-Reader's/Writer's Wkshp C-Math	<b>8:00-9:00</b> 4A-Thomas M-F/A/M T-Physical Education W-Environment Th-Technology F-A/M/F
M-Environment T-M/A/F W-F/M/A Th-Media/Technology F-Physical Education	<b>9:00-10:00</b> <b>Specials</b> 1A-Feenan	<b>9:40-10:30</b> A-Reader's/Writer's Wkshp B-Math C-Science/Social	<b>9:40-10:00</b> A-Math B-Science/Soc. Studies C-Reader's/Writer's Wkshp	4B-Davis
KB-Everett M-M/F/A T-Media/Technology W-Physical Education Th-F/A/M F-Environment	M-Technology T-Physical Education W-Environment Th-M/A/F F-F/M/A	<b>10:30-10:55</b> Lunch	<b>10:00-11:00</b> 3A-Reid M-Technology T-M/A/F	M-Physical Education T-A/F/M W-Technology Th-Environment F-M/F/A
KC-Moore M-A/M/F T-F/M/A W-Media/Technology Th-Physical Education F-Environment (9-10)	1B-Gurly M-A/M/F T-Technology W-Physical Education Th-Environment F-M/A/F	<b>11:00-12:00</b> <b>Specials</b> 2A-Insel M-Physical Education T-M/A/F W-F/M/A Th-Environment F-Technology	W-Physical Education Th-Environment F-F/M/A 3B-Hamilton M-M/F/A T-Technology W-Environment Th-Physical Education F-A/F/M	4C- M-Physical Education T-Environment W-A/F/M Th-M/A/F F-Technology
<b>9:00-10:00</b> Reader's Workshop	M-Physical Education T-Environment W-F/M/A Th-A/F/M F-Technology	2B-Mabry M-A/F/M T-Technology W-Environment Th-Physical Education F-F/M/A	3C-Venisee M-F/A/M T-Environment W-A/M/F Th-Technology F-Physical Education	<b>9:00-10:40</b> A-Reader's/Writer's Wkshp B-Science/Soc. Studies C-Math
<b>10:00-10:35</b> Phonics	<b>10:45-11:05</b> A-Reader's/Writer's Wkshp B-Math C-Science/Soc. Studies	2C- M-F/M/A T-Environment W-A/F/M Th-Technology F-Physical Education	<b>11:05-11:30</b> Lunch	<b>10:40-11:40</b> 0 B-Math C-Reader's/Writer's Wkshp
<b>10:30-10:55</b> Lunch	<b>11:05-11:30</b> Lunch	<b>12:00-12:30</b> A-Science/Soc. Studies B-Reader's/Writer's Wkshp C-Math	<b>11:30-12:50</b> A-Math B-Science/Soc. Studies C-Reader's/Writer's Wkshp	<b>11:40-12:05</b> Lunch
11:05-12:10 Writer's Workshop	<b>11:30-1:15</b> A-Science/Soc. Studies B-Reader's/Writer's Wkshp C-Math	<b>12:30-1:30</b> A-Math B-Science/Soc. Studies C-Reader's/Writer's Wkshp	<b>12:05-12:45</b> A-Science/Soc. Studies B-Math C-Reader's/Writer's Wkshp	<b>12:05-12:45</b> A-Science/Soc. Studies B-Math C-Reader's/Writer's Wkshp
<b>12:10-12:45</b> Math	<b>12:30-12:45</b> Recess	<b>1:30-1:50</b> A-Math B-Science/Soc. Studies C-Reader's/Writer's Wkshp	<b>12:45-1:05</b> Recess	<b>12:45-2:20</b> A-Reader's/Writer's Wkshp B-Science/Soc. Studies C-Math
<b>12:45-1:05</b> Recess	<b>1:15-2:45</b> A-Math	<b>1:50-2:45</b>	<b>1:10-2:45</b> A-Reader's/Writer's Wkshp B-Math	<b>2:20-2:35</b>
<b>1:05-1:45</b> Math				
<b>1:45-2:45</b> Science/Social Studies				

<p><b>2:45-2:55</b> Dismissal</p>	<p>B-Science/Social Studies C-Reader's/Writer's Wkshp</p> <p><b>2:45-2:55</b> Dismissal</p>	<p>A-Math B-Science/Soc. Studies C-Reader's/Writer's Wkshp</p> <p><b>2:45-2:55</b> Dismissal</p>	<p>C-Science/Soc. Studies</p> <p><b>2:45-2:55</b> Dismissal</p>	<p>Recess</p> <p><b>2:45-2:55</b> Dismissal</p>
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	A	B	C	D	E	F	G	H
	<b>Fifth Grade</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>				
3	HR 8 : 00 - 8 : 1 5	HR 8 : 0 0 - 8 : 1 5	HR 8 : 00 - 8 1 5	HR 8 : 00 - 8 1 5				
	<b>8:15- 10:00</b>	<b>8:15-9 :45</b>	<b>8:15-9:50</b>	<b>8:15-9:40</b>				
5	SA Parker Math	6A Davis ELA	76 Sh illi ng ford Sc/ SS	BA Wh igham ELA				
6	56 Thom ps on ELA	66 Will iam s Sc/ SS	7 A Livingston ELA	86 Cope land M {A}				
	SC Baskins Sc/ SS	6C Re id Math	7C Nob le Math	BC Casey SC/SS				
8	<b>10:00-11 :40</b>	<b>9:45- 11 :3 5</b>	<b>9:50- 11 :35</b>	<b>9:40 - 11:00</b>				
9	56 Math	66 ELA	7A SC/SS	BB ELA				
10	SC ELA	6C Sc/ SS	7C ELA	BC MATH				
11	SA Scienc e/ SS	6A Math	76 MATH (A)	BA Sc/ SS				
12								
13	<b>1</b>	<b>Stem 11:35- 11:55</b>	<b>11:35-2:00</b>	<b>11:00-12:35</b>				
14	ENVIR/TECH	ENVIR/T ECH	7C SCI ENC E	BA Math				
15			76 ELA/55	BB Sc/ 55				
16	<b>11:40-12:05</b>	<b>12:10-12 :35</b>	7A MATH	BC ELA				
17	LUNC H	LUNCH						
18	Seem 12 :05 - 12:30		<b>12: 20- 12 :45</b>	<b>12 :45-1 :10</b>				
19	<b>12 :3 5- 1:35</b>	<b>12 :40 - 1:45</b>	<b>LUNCH</b>	<b>LUNCH</b>				
20	<b>SPECIALS</b>	<b>SPECIALS</b>						
21	<b>ART</b>	<b>ART</b>	1:00-1:30	1:00-1:55				
22	<b>BAND</b>	<b>BAND</b>	ENVIR/TECH	ENVIR/TECH				
23	FRENCH	FRENCH						
24	<b>HEALTH</b>	<b>HEALTH</b>						
25	<b>ENVI RON , SCIENC</b>	<b>ENVIRON, SCIENCE</b>	2: 0 0- 3:05	2:00- 3:05				
26	<b>TECH</b>	<b>TECH</b>	<b>SPECIALS</b>	<b>SPECIALS</b>				
27	<b>PE</b>	<b>PE</b>	<b>ART</b>	<b>ART</b>				
28			<b>BAND</b>	<b>BAND</b>				
29	<b>1:35-3:00</b>	<b>1:45-3 :05</b>	<b>FRENCH</b>	<b>FRENCH</b>				
30	SC Ma th	6A SC/SS	<b>HEALTH</b>	<b>HEALTH</b>				
31	SA ELA	6C ELA	<b>ENVI RON, SCIENCE</b>	<b>ENVIRON. SCEINCE</b>				
32	SB Scie n ce/ 5 5	66 Math (A)	<b>TECH</b>	<b>TECH</b>				
33			<b>PE</b>	<b>PE</b>				
34								
35								
36	Porter Acc. Math 6-8							
37								
38								

**5th Grade Reading & ELA (10 Weeks)**

Teacher: Kendra Sams

Dates: January 21- March 27

\*After School Tutorial will be each Tuesday from 3:30- 4:30

	Monday 1/20	Tuesday 1/21	Wednesday 1/22	Thursday 1/23	Friday 1/24
<b>Week 1 (Jan. 20- 24)</b>	MLK Holiday	Write Score Assessment (5A)  ELAGSE5L2 ELAGSE5W2 ELAGSE5RI5  Unit 4 Performance Task 1	Write Score Assessment (5B)  ELAGSE5L2 ELAGSE5W2 ELAGSE5RI5  Unit 4 Performance Task 1	Write Score Assessment (5C)  ELAGSE5L2 ELAGSE5W2 ELAGSE5RI5  Unit 4 Performance Task 1	Honor's Day  ELAGSE5L2 ELAGSE5W2 ELAGSE5RI5  Unit 4 Performance Task 1  PBL Climate Change Resource Research
<b>Week 2 (Jan. 27- 31)</b>	Monday 1/27	Tuesday 1/28	Wednesday 1/29	Thursday 1/30	Friday 1/31
	ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 2	ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 2	ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 2	ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 2	<i>Unit 4 Post Assessment</i>  ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 2

					PBL- Rough Draft Summaries
<b>Week 3 (Feb. 3-7)</b>	<b>Monday 2/3</b>	<b>Tuesday 2/4</b>	<b>Wednesday 2/5</b>	<b>Thursday 2/6</b>	<b>Friday 2/7</b>
	Unit 5 Pre- Assessment  Write Score Analysis/ Feedback  ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 3	Write Score Analysis/ Feedback  ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 3	Write Score Analysis/ Feedback  ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 3	Write Score Analysis/ Feedback  ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 3	Write Score Opinion Writing Into Lesson  ELAGSE5L4 b. ELAGSE5W1 ELAGSE5RL4  Unit 4 Performance Task 3  PBL- Explanatory Summaries Continued
<b>Week 4 (Feb. 10-14)</b>	<b>Monday 2/10</b>	<b>Tuesday 2/11</b>	<b>Wednesday 2/12</b>	<b>Thursday 2/13</b>	<b>Friday 2/14</b>
	Write Score Opinion Writing Intro Practice  ELAGSE5L5. ELAGSE5W1 a. ELAGSE5RI4  Unit 4 Performance Task 4	Write Score Opinion Writing Intro Practice  ELAGSE5L5. ELAGSE5W1 a. ELAGSE5RI4  Unit 4 Performance Task 4	Write Score Opinion Writing Intro Practice  ELAGSE5L5. ELAGSE5W1 a. ELAGSE5RI4  Unit 4 Performance Task 4	Write Score Opinion Writing Progression Intro  ELAGSE5L5. ELAGSE5W1 a. ELAGSE5RI4  Unit 4 Performance Task 4	No School Winter Break

	Monday 2/17	Tuesday 2/18	Wednesday 2/19	Thursday 2/20	Friday 2/21
<b>Week 5 (Feb. 17- 21)</b>	No School President's Day	Write Score: Compare and Give Feedback on New WriteScore Responses  ELAGSE5L5. ELAGSE5W1 b. ELAGSE5RI7  Unit 5 Performance Task 1	Write Score: PPT on Constructed Responses, Teacher model on how to highlight key words  ELAGSE5L5. ELAGSE5W1 b. ELAGSE5RI7  Unit 5 Performance Task 1	Write Score: Student article on constructed Response - Highlight keywords in article  ELAGSE5L5. ELAGSE5W1 b. ELAGSE5RI7  Unit 5 Performance Task 1	<b>5th Grade GEHC Field Trip</b>
	Monday 2/24	Tuesday 2/25	Wednesday 2/26	Thursday 2/27	Friday 2/28
<b>Week 6 (Feb. 24-28)</b>	Write Score: Constructed Response Independent Practice  - Read & highlight keywords and breakdown question  ELAGSE5L5 c ELAGSE5W1 d. ELAGSE5RI7  Unit 5 Performance Task 1	Write Score: Constructed Response Independent Practice - Form topic sentence & answer the question  ELAGSE5L5 c ELAGSE5W1 d. ELAGSE5RI7  Unit 5 Performance Task 1	Write Score: Constructed Response Independent Practice  - Form topic sentence & answer the question  ELAGSE5L5 c ELAGSE5W1 d. ELAGSE5RI7  Unit 5 Performance	Write Score: Constructed Response Independent Practice  - Form topic sentence & answer the question  ELAGSE5L5 c ELAGSE5W1 d. ELAGSE5RI7  Unit 5 Performance	Write Score: Constructed Response (Teacher Modeled)  - Model how to look at 2 texts and identify key words  ELAGSE5L5 c. ELAGSE5W1 c. ELAGSE5RI7  PBL- Revise and Edit Essays

			Task 1	Task 1	Unit 5 Performance Task 2
<b>Week 7 (March 2-6)</b>	<b>Monday 3/2</b>	<b>Tuesday 3/3</b>	<b>Wednesday 3/4</b>	<b>Thursday 3/5</b>	<b>Friday 3/6</b>
	<p><u>Write Score:</u> Constructed Response Guided Practice -Read 2 passages “Yellowstone National Park and Its Volcano Power”  -Highlight key words and main concepts</p>	<p><u>Write Score:</u> Constructed Response Independent Practice -Answer the Constructed Response Questions with Topic sentence and details</p>	<p><u>Write Score:</u> Constructed Response Independent Practice -Answer the Constructed Response Questions with Topic sentence and details</p>	<p><u>Write Score:</u> Constructed Response Independent Practice QUIZ -Answer the Constructed Response Questions with Topic sentence and details</p>	<p><u>Write Score:</u> Constructed Response Independent Practice QUIZ FEEDBACK -Answer the Constructed Response Questions with Topic sentence and details</p>
	<p><u>Classwork:</u> Unit 6 Pre Assessment  ELAGSE5L1 b/ c. ELAGSE5W1 ELAGSE5RL9  Unit 5 Performance Task 2</p>	<p><u>Classwork:</u> ELAGSE5L1 b./c. ELAGSE5W1 ELAGSE5RL9  Unit 5 Performance Task 2</p>	<p><u>Classwork:</u> ELAGSE5L1 b./c. ELAGSE5W1 ELAGSE5RL9  Unit 5 Performance Task 2</p>	<p><u>Classwork:</u> ELAGSE5L1 b./c. ELAGSE5W1 ELAGSE5RL9  Unit 5 Performance Task 2</p>	<p><u>Classwork:</u> PBL Cumulative Informational Essay due  Unit 5 Performance Task 3</p>
	<b>Monday 3/9</b>	<b>Tuesday 3/10</b>	<b>Wednesday 3/11</b>	<b>Thursday 3/12</b>	<b>Friday 3/13</b>

<b>Week 8 (March 9-13)</b>	<p><u>Write Score:</u> Constructed Response Guided Practice -Read 2 passages “Hearing and Seeing in 3 Dimensions”  -Highlight key words and main concepts</p>	<p><u>Write Score:</u> Constructed Response Independent Practice  -Answer the Constructed Response Questions with Topic sentence and details</p>	<p><u>Write Score:</u> Constructed Response Independent Practice  -Answer the Constructed Response Questions with Topic sentence and details</p>	<p><u>Write Score:</u> Constructed Response Independent Practice QUIZ  -Answer the Constructed Response Questions with Topic sentence and details</p>	<p><u>Write Score:</u> Constructed Response Independent Practice QUIZ FEEDBACK  -Answer the Constructed Response Questions with Topic sentence and details  -Intro for Opinion Writing (Explain 3 parts of introduction)</p>
	<p><u>Classwork:</u>  ELAGSE5L1 d./e. ELAGSE5W1 ELAGSE5RI9  Unit 5 Performance Task 3</p>	<p><u>Classwork:</u>  ELAGSE5L1 d./e. ELAGSE5W1 ELAGSE5RI9  Unit 5 Performance Task 3</p>	<p><u>Classwork:</u>  ELAGSE5L1 d./e. ELAGSE5W1 ELAGSE5RI9  Unit 5 Performance Task 3</p>	<p><u>Classwork:</u>  ELAGSE5L1 d./e. ELAGSE5W1 ELAGSE5RI9  Unit 5 Performance Task 3</p>	<p><u>Classwork:</u>  ELAGSE5L1 d./e. ELAGSE5W1 ELAGSE5RI9  Unit 5 Performance Task 4  New PBL Groups/ Intro.</p>
<b>Week 9 (March 16-20)</b>	<b>Monday 3/16</b>	<b>Tuesday 3/17</b>	<b>Wednesday 3/18</b>	<b>Thursday 3/19</b>	<b>Friday 3/20</b>
	<p><u>Write Score:</u> Guided Practice</p>	<p><u>Write Score:</u> Independent</p>	<p><u>Write Score:</u> Independent</p>	<p><u>Write Score:</u> Independent</p>	<p><u>Write Score:</u> Teacher Modeling</p>

	<ul style="list-style-type: none"> <li>-Review 3 parts of intro.</li> <li>-Model how to think through topic and form an opinion</li> <li>- Model how to form a hook</li> </ul>	<p>Practice</p> <ul style="list-style-type: none"> <li>-Students read Save Your Change; It Makes Sense and highlight key points</li> <li>-Draft introduction paragraphs</li> </ul>	<p>Practice</p> <ul style="list-style-type: none"> <li>-Draft introduction paragraphs</li> </ul>	<p>Practice</p> <ul style="list-style-type: none"> <li>--Draft introduction paragraphs</li> <li>- Edit and Revise Drafts</li> </ul>	<ul style="list-style-type: none"> <li>-Opinion Progression PPT</li> <li>-Display “A 4-Legged Teacher” and explain progression paragraphs</li> </ul>
	<p>ELAGSE5L2 a/b ELAGSE5W4 ELAGSE5RI9</p> <p>Unit 5 Performance Task 4</p>	<p>ELAGSE5L2 a/b ELAGSE5W4 ELAGSE5RI9</p> <p>Unit 5 Performance Task 4</p>	<p>ELAGSE5L2 a/b ELAGSE5W4 ELAGSE5RI9</p> <p>Unit 5 Performance Task 4</p>	<p>ELAGSE5L2 a/b ELAGSE5W4 ELAGSE5RI9</p> <p>Unit 5 Performance Task 4</p>	<p>ELAGSE5L2 a/b ELAGSE5W4 ELAGSE5RI9</p> <p>Unit 6 Performance Task 1</p> <p>PBL Data Search</p>
<b>Week 10 (March 23- 27)</b>	<b>Monday 3/23</b>	<b>Tuesday 3/24</b>	<b>Wednesday 3/25</b>	<b>Thursday 3/26</b>	<b>Friday 3/27</b>
	<p><u>Write Score:</u> Guided Practice</p> <ul style="list-style-type: none"> <li>-Display “A 4-Legged Teacher” and explain progression paragraphs</li> <li>-Explain Traffic Signal Strategy and have students highlight</li> </ul>	<p><u>Write Score:</u> Independent Practice</p> <ul style="list-style-type: none"> <li>-Draft opinion progression paragraphs</li> </ul>	<p><u>Write Score:</u> Independent Practice</p> <ul style="list-style-type: none"> <li>-Draft opinion progression paragraphs</li> </ul>	<p><u>Write Score:</u> Independent Practice</p> <ul style="list-style-type: none"> <li>-Draft opinion progression paragraphs</li> <li>- Edit and Revise Drafts</li> </ul>	<p><u>Write Score:</u> Teacher Modeling</p> <ul style="list-style-type: none"> <li>-Draft opinion progression paragraphs</li> <li>- Edit and Revise Drafts</li> <li>-Opinion Conclusion PPT</li> </ul>
	<p>ELAGSE5L2 c/d ELAGSE5W5</p>	<p>ELAGSE5L2 c/d</p>	<p>ELAGSE5L2 c/d</p>	<p>ELAGSE5L2 c/d</p>	<p>ELAGSE5L2 c/d</p>

	<p>ELAGSE5R7</p> <p>Unit 6 Performance Task 1</p>	<p>ELAGSE5W5 ELAGSE5R7</p> <p>Unit 6 Performance Task 1</p>	<p>ELAGSE5W5 ELAGSE5R7</p> <p>Unit 6 Performance Task 1</p>	<p>ELAGSE5W5 ELAGSE5R7</p> <p>Unit 6 Performance Task 1</p>	<p>ELAGSE5W5 ELAGSE5R7</p> <p>Unit 6 Performance Task 2</p> <p>PBL- Written Response/ Text Collection</p>
<p><b>Week 11 (March 30- April 3)</b></p>	<p><b>Monday 3/30</b></p>	<p><b>Tuesday 3/31</b></p>	<p><b>Wednesday 4/1</b></p>	<p><b>Thursday 4/2</b></p>	<p><b>Friday 4/3</b></p>
	<p><u>Write Score:</u> Guided Practice</p> <p>-Display “No to Year Round School” and explain conclusion paragraphs -Highlight Key words</p>	<p><u>Write Score:</u> Independent Practice</p> <p>-Draft conclusion paragraphs</p>	<p><u>Write Score:</u> Independent Practice</p> <p>-Draft conclusion paragraphs</p>	<p><u>Write Score:</u> Independent Practice</p> <p>-Draft conclusion paragraphs -Revise and edit</p>	<p><b>Write Score:</b> Complete rough draft combining all paragraphs</p>

Environmental Science is the study of interrelationships between human activities and the environment. Environmental Science is an unusual academic discipline It requires scientific knowledge about the natural world, as well as an understanding about ways in which humans interact with the natural world.

When studying environmental science one must examine the effects of which human actions have on our environment. Various policies, regulations, and decisions may influence human actions. In addition, human behavior, cultural, and sociological interactions may also affect the environment. Thus, the environmental science department is truly interdisciplinary and exemplifies the liberal arts approach to education. The approach to learning is designed to empower students and prepare them to deal with complexity, diversity, and change. Students will gain a broad knowledge of sustainability and the wider world (e.g., science, culture, and society). Scholars will develop a sense of social responsibility, communication skills, analytical and problem solving skills that will prepare them to demonstrate their ability to apply knowledge and skills in real-world settings.

**The primary target group is eight grade. Each year students will build on information learned in previous grade level classes.**

#### Areas of Concentration

- Human Health
- Architecture and Environmental Design
- Ecology and Biodiversity
- Food, Agriculture and Nutrition
- Climate
- Agroecology Farming
- Business, Law and Policy

**Chicken Coop = Ecosystem 1**

**Outdoor Garden = Ecosystem 2**

**Aquaponics System = Ecosystem 3**

**Pond = Ecosystem 4**

### **Chicken Coop Component**

#### **Goal:**

Agricultural Science focusing on the Chicken Coop (*ecosystem 1*) (rooster, hen, goats, and cow) will foster a deeper understanding of how to create composting; maintain animals and understand their function through animal husbandry while gaining an in depth appreciation for the value of economic sustainability.

#### **Action:**

Students' will cultivate the ground flooring in the coop to produce a minimum of 100lbs of composting that will lead to the Outdoor Garden (*ecosystem 2*). This action will be a continuous annual cycle that incorporates the concept of "zero waste". The animals will contribute through both physical work and providing protein to the compost. Students will become poultry farmers. Students will monitor the 21 day process of fertilized eggs in an incubator and observe the hatching of baby chicks. Students will learn the anatomy of all campus animals and become familiar with various breeds of chicken, goat, and cow.

#### **Metrics:**

Students in:

**Grade K -2** will be introduced to agricultural science and gain an understanding of the vocabulary used in application.

**Grades 3-5** will become 75% proficient in the ingredients needed to produce "Black Gold" compost; animal husbandry [maintenance/ wellness check of all species of animal in the coop (chickens, goat, and cow)]; and the understanding of sustainability.

**Grades 6-8** will become 95% proficient in creating and maintaining the composting cycle, understand how to calculate the volume needed to providing sufficient compost to fill all raised grow beds in the Outdoor Garden (*ecosystem 2*) raised grow beds; understanding of proper animal husbandry, and proper plants that provide organic repellent to deter insects or other pest from approaching or settling around the chicken coop.

### **Outdoor Garden Component**

#### **Goal:**

Agricultural Science focusing on the Outdoor Garden (*ecosystem 2*) fostering a deeper understanding of growing organic produce conventional and understanding the value of economic sustainability. Developing a system of collecting rainwater, greywater; prevent erosion while promoting environmental awareness. Students will learn the importance of local food and agriculture and educate the public about food production and become a model for other school gardens in the district.

#### **Action:**

Students' will grow food to feed livestock and the community as a whole, and improve the soil with compost. Students will maintain data results of soil testing and compost transportation from Chicken Coop (*ecosystem 1*). Students will learn to harvest rainwater and gain a broader understanding of how microorganisms positively and adversely affect the soil quality. Students will understand the concept of "zero waste" and economic sustainability. Students will calculate days to germinate and days to harvest. Students will identify plants and vegetables that thrive best in the Georgia regions during various seasons. Students will grow and understand items needed to make their lunch ( i.e. strawberry jelly, peanuts, lettuce, tomato, cucumber)

#### **Metrics:**

Students in:

**Grade K -2** will be introduced to agricultural science and gain an understanding of the vocabulary used in application; understand the process of germination and how to transport germinated seed from Aquaponics System (*ecosystem 3*); become 75% proficient in tilling and aeration of the soil.

**Grades 3-5** will become 75% proficient in testing and maintaining healthy soil; identifying pest/disease problems; transporting compost; calculating volume; seasonal planting schedules;

**Grades 6-8** will become 95% proficient in testing and maintaining healthy soil; identifying pest/disease problems; transporting compost; calculating volume; seasonal planting schedules;

All students will understand that the climate and traditions of their local community can and should matter when it comes to growing food.

#### **Classroom integration may include, but not limited to:**

Science - SW make predictions and conduct various experiments in the gardening

Math - SW plot the dimensions of the garden

Social Studies - SW learn about the history and politics of food access

### **Aquaponics System Component**

#### **Goal:**

Agricultural Science focusing on the Aquaponics System (*ecosystem 3*) all grade level will gain an extensive understanding of: the nitrogen cycle; how fish, plants and bacteria depend on each other in and aquaponics system; the impact of aquaponics on the future; benefits and weaknesses; water quality of aquaponics, design of aquaponics units

#### **Action:**

Students' will implement the engineering design process to create a prototype model of the existing aquaponics system located in our greenhouse. Students will routinely weigh the fish to track their growth; take water samples to determine the pH, nitrite, nitrate, ammonia, carbon, and phosphate levels, in addition to the temperature of the system to determine and maintain balance of the system. Students will maintain an excel spreadsheet collecting data for analysis of the aquaponics system. Students will create QR codes including information about all plants, equipment, and science incorporated into the greenhouse and aquaponics system daily. Students' will use the aquaponics system to experiment and discover unlimited possibilities of growing organic plants and vegetables in the system.

#### **Metrics:**

Students in:

**Grade K -2** will be introduced to aquaponics and gain an understanding of the vocabulary used in application. They will be 95% proficient with germinating seed in the NFT grow bed, the proper way to sanitize hydroton and net cups for recycling purposes, and a basic understanding of the nitrogen cycle as it relates to how the plants in the system receive their nutrients; and the understanding of sustainability.

**Grades 3-5** will become 95% proficient in understanding of the function and purpose for two specific bacteria (*nitrosomonas and nitrobacter*) that reside in the water of the aquaponics system; in depth understanding of the nitrogen cycle and the plants that thrive in the system; and the understanding of sustainability.

**Grades 6-8** will become 95% proficient with the engineering design of the physical unit that will enable them to create and build a functioning prototype model of the system including tanks, grow beds, fish, plants, pumps, aerators, and valves.

### **Animal Anatomy**

#### **Goal:**

Agricultural Science that will focus on the anatomy of the animals in each component. Students will understand the difference in the digestive system, respiratory system, skeletal system, and organs that make up each the body of living organisms.

#### **Action:**

Students' will utilize reliable research to study the anatomy of a chicken, goat, fish, turtle, and cow; then compare the various body functioning systems of each living organism to that of a human body and present their findings in a visual presentation. Students may also opt to create a diorama demonstrating the internal biological elements that exist for each living organism listed. Students will dissect a fish & turtle; examine and observe live animals; utilize microscopes to view samples at a closer look for observational purposes.

#### **Metrics:**

Students in:

**Grade K-2** will be introduced to agricultural science and gain an understanding of the vocabulary used in application. Will become 80% proficient with using a microscope; understand the life cycle from egg to chicken; identify the internal parts of a goat; understand proper husbandry for chickens, goats, fish, turtles, and cows.

**Grades 3-5** will become 75% proficient in animal husbandry of a chicken, goat, fish, turtle, and cow. Students will become 95% proficient with researching reliable data from various sources and placing the information in a presentation.

**Grades 6-8** will become 95% proficient with the function of the digestive, respiratory, and skeletal systems of humans, fish, turtle, cows, and chickens.

### **Egg to Chicken**

#### **Goal:**

Students will understand the production process of poultry from egg to chicken; the difference between fertilized vs.unfertilized eggs; the difference between brooding and incubation.

#### **Action:**

Students will collect eggs from the chicken coop; candle them to determine if an embryo has started growing. Students will place fertilized eggs from our chicken coop into an incubator and observe the process for 21 days to hatch. Students will mark fertilized eggs and leave them in the chicken coop to allow the hen to brood to incubate the eggs for 21 days to hatch. Students will examine the various breeds of chickens that reside in the coop for wellness and become familiar with their different characteristics. The current breeds include: (*Silver gray dorking, Easter Egger, Black Jersey Giant, Rhode Island Red, Buckeye, Golden Laced Wyandotte, Leghorn, Dominique, and New Hampshire Red*)

#### **Metrics:**

All grade levels will become 95% proficient with understanding the difference between fertilized and unfertilized eggs; the process taking place inside the egg from the time the hen lays the eggs to the 21 days it takes for a baby chick to hatch.

**Elementary Curriculum Outline**

**Kindergarten:- STEM Literacy**

Georgia Performance Standard of Excellence	Lesson
<ul style="list-style-type: none"> <li>● <b>Week 1 &amp; 2</b> Outdoor Garden - (Plant Seeds- Soil- Parts of a plant)                             <ul style="list-style-type: none"> <li>○ <i>Duration (2) 50 minute classes</i></li> <li>○ <b>Standard</b> <b>Life Science</b> <b>SKL2.</b> Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms b. Construct an argument supported by evidence for how plants can be grouped according to their features.</li> </ul> </li> <li>● <b>Week 3 &amp; 4</b> Aquaponics - Senses - See, Smell, Touch, Taste                             <ul style="list-style-type: none"> <li>○ <b>Standard</b> <b>Physical Science</b> <b>SKP1.</b> Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes. b. Use senses and science tools to classify common objects, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, and texture).</li> </ul> </li> <li>● <b>Week 5 &amp;6</b> Sink or Float                             <ul style="list-style-type: none"> <li>○ <b>Standard</b> <b>Physical Science</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Day 1 &amp; 2</b> Outdoor gardening                             <ul style="list-style-type: none"> <li>○ - Build a miniature raise garden bed using popsicle sticks</li> <li>○ - SW plant seed in soil and in net pot cups; monitor the growth over a 9 week period; compare the difference of soil vs. soilless gardening</li> <li>○ Measure growth of plants</li> </ul> </li> <li>● <b>Day 3 &amp; 4</b> Aquaponics (Fish, Hydroton, Bacteria, Plants)                             <ul style="list-style-type: none"> <li>○ SW be introduced to Fish Breeds</li> <li>○ SW observe fish in aquaponics water tanks</li> <li>○ SW touch, feel, smell and taste fish</li> <li>○ SW be introduced to the difference of FreshWater vs Saltwater Fish</li> <li>○ SW be introduced to Hydroton (the media used in the aquaponics system replaces soil)</li> <li>○</li> </ul> </li> <li>● <b>Day 5 &amp; 6</b> Sink or Float                             <ul style="list-style-type: none"> <li>○ SW discuss the importance of water to the human body</li> <li>○ SW conduct an experiment using various items from the campus ecosystems (components) to understand the concept of Sink or Float.                                     <ul style="list-style-type: none"> <li>■ Large Fish Tank ½ filled with water</li> <li>■ 5 floatable objects / 5 sinkable objects</li> </ul> </li> </ul> </li> </ul>

<p><b>SKP1.</b> Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.</p> <p>c. Plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float</p> <p>What do you play with in the tub? Does it sink or float?</p> <ul style="list-style-type: none"><li>• <b>Week 7 &amp; 8</b> Simple Machines<ul style="list-style-type: none"><li>○ <b>SKP2.</b> Obtain, evaluate, and communicate information to compare and describe different types of motion. a. Plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (straight, circular, back and forth, fast and slow, and motionless) when a force is applied. (Examples could include toss, drop, push, and pull.) b. Construct an argument as to the best way to move an object based on its physical attributes</li></ul></li><li>• <b>Week 9</b> Solar System<ul style="list-style-type: none"><li>○ <b>SKE1.</b> Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky. a. Ask questions to classify objects according to those seen in the day sky, the night sky, and both. b. Develop a model to communicate the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words. (Clarification statement: Students are not expected to understand the tilt of the Earth, rotation, or revolution.)</li></ul></li></ul>	<ul style="list-style-type: none"><li>• <b>Day 7 &amp; 8.</b> Simple Machines<ul style="list-style-type: none"><li>○ SW work in a collaborative group and use various materials to build 2 different kinds of Simple Machines</li></ul></li><li>• <b>Day 9.</b> Solar System</li></ul>
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	<ul style="list-style-type: none"> <li>○ SW use balloons to create a model including the sun, earth, moon and star to represent the difference between day and night.</li> <li>○ SW learn the reasons we have different seasons based on the tilting and rotation of the earth around the sun.</li> <li>○ SW learn the different seasons (spring, summer, winter, fall) and how humans adapt to their environments during the change of seasons</li> <li>○ SW learn the difference between weather and climate and how they may affect natural disasters.</li> </ul>
	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>● SW Add, Subtract, Multiply SW calculate the number of net pot cup placed inside the NFT grow bed by adding</li> <li>● SW calculate the how many net pot cups remain in the NFT after germinated plants placed in the DWC grow bed by subtracting</li> <li>● SW multiply by 3 as net cups are placed 3 in a row,</li> <li>● SW Estimate the number of individual hydroton rocks located in an individual net pot cup, then count out to compare their estimation to the actual amount a cup can hold</li> <li>● SW organize groups of individual pieces of hydroton in sets of 2,5,10 and 20.</li> </ul>
	<p><b>Chicken Coop Maintenance</b></p> <ul style="list-style-type: none"> <li>● SW be introduce to various breeds of chickens, goat,cow</li> <li>● Compare the different sounds that come from each species of animals (baby chick, adult chickens, goat, cow)</li> </ul>

	<ul style="list-style-type: none"><li>• SW learn proper cleaning of the chicken shed, disposal of waste to compost, laying clean hay</li><li>• Wellness check of animals, moderate inspection</li></ul>
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## 1st Grade

<p style="text-align: center;"><b>Georgia Performance Standard of Excellence</b></p> <p><b>1ST GRADE</b></p> <p><b><i>Life Science</i></b></p> <p><b>S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.</b></p> <p>a. Develop models to identify the parts of a plant—root, stem, leaf, and flower.</p> <p>b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter).</p> <p>c. Design a solution to ensure that a plant or animal has all of its needs met.</p> <p><b>DATE students will examine the farm animals, fish, turtles, goats and the cow for wellness. SW feed and groom animals. Students will collect layed eggs and document information for data collection and to analyze the production of eggs coming from the various breeds of chickens. Students will understand the difference between fertilized and unfertilized eggs. Students conduct experiments to monitor, observe, and document the life cycle of chicken through incubation/ naturally during brooding chicken. SW plant seeds in both the outdoor soil garden and greenhouse aquaponics system. SW monitor, measure and record data for plant growth, SW identify the leaves for the different types of foliage growing. SW practice safety habits during all engagement, experiments, and other hands-on activities. Students will interact with poultry to become familiar with the different breeds and be able to describe physical descriptions and characteristics. Students will compare their human anatomy to the anatomy of the goat, chicken, fish, turtle, and cow. Students will cultivate the outdoor garden and continue to maintain compost for 3 different locations on campus.</b></p>	<p style="text-align: center;"><b>Each 9 week period includes 9 instructional days</b></p>
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**SW weight the fish to chart growth. Teacher will give a grade level explanation for calculating 3 % of fish weight for feeding purposes.**

**S1P1. Obtain, evaluate, and communicate information to investigate light and sound.**

d. Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.

**DATE students will observe and listen to the various sounds of the farm animals in the chicken coop; in addition to the sounds in the greenhouse to analyze the sound, pitch, vibration, and tones of the different sounds they make.**

**Earth and Space Science S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns**

c. Plan and carry out investigations on current weather conditions by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal, on a calendar, and graphically.

**DATE students will conduct an experiment using a thermometer to compare the temperatures in the compost, greenhouse, water tanks, and ground soil. Students will understand the importance of balance in all of these ecosystems and how weather impacts the production of healthy growth.**

<p><b>DATE Students will:</b></p> <p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>● SW Add, Subtract, Multiply</li> <li>● SW calculate the number of net pot cup placed inside the NFT grow bed by adding</li> <li>● SW calculate the how many net pot cups remain in the NFT after germinated plants placed in the DWC grow bed by subtracting</li> <li>● SW multiply by 3 as net cups are placed 3 in a row,</li> <li>● SW Estimate the number of individual hydroton rocks located in an individual net pot cup, then count out to compare their estimation to the actual amount a cup can hold</li> <li>● SW organize individual pieces of hydroton in sets of 2,5,10 and 20.</li> </ul> <p><b>Chicken Coop Maintenance</b></p> <ul style="list-style-type: none"> <li>● SW be introduce to various breeds of chickens, goat,cow</li> <li>● Compare the different sounds that come from each species of animals (baby chick, adult chickens, goat, cow)</li> <li>● SW learn proper cleaning of the chicken shed, disposal of waste to compost, laying clean hay</li> <li>● Wellness check of animals, moderate inspection</li> </ul>	
	<p><b>First 9 weeks</b></p> <ul style="list-style-type: none"> <li>● Parts of a plant</li> <li>● Basic needs of plants and animals</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Identify seasons for growing different seeds in Georgia region</li> <li>● Basic needs of living things (plants,fish)</li> <li>● Define and demonstrate an understanding of germination.</li> </ul>

	<ul style="list-style-type: none"><li>● Understand why only plant 2 seeds per netcup (space and nutrients)</li><li>● Be introduced to the 2 different types of grow beds<ul style="list-style-type: none"><li>○ NFT Nutrient Film Technique</li><li>○ DWC Deep Water Culture</li></ul></li><li>● Count the number of net pot cups in each rotation for each grow bed and identify the type of seed sown. (See labels and begin to identify leaf types)</li><li>● Identify hydroton<ul style="list-style-type: none"><li>○ (sedimentary rock/ porous expandable clay).</li><li>○ Does it float or sink?</li></ul></li><li>● Weigh fish, compare the different sizes, shapes, and colors (blue gill, gold fish, tilapia)</li><li>● Compare and sort the different materials that make up the aquaponics system (frame -metal; PVC pipes- plastic; Fish tanks- plastic; floating rafts-styrofoam),</li><li>● Explain why the sun is important to keep the greenhouse heated and for plant growth (introduction to photosynthesis)</li><li>● Explain the difference between the greenhouse and the aquaponics system that resides in the greenhouse</li><li>● Plant seeds in outdoor soil and aquaponics soilless garden</li></ul>
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	<ul style="list-style-type: none"><li>● SW monitor &amp; measure growth of plants for the 9 week period</li><li>● SW count the number of net pot cups placed into the NFT grow bed for germination, and record data in a bar graph</li><li>● SW label the NFT grow bed with plant information<ul style="list-style-type: none"><li>○</li><li>○ Current</li><li>○ Germination</li><li>○ Harvest</li></ul></li><li>■ <b>Subject Area:</b> Health, Life Science<ul style="list-style-type: none"><li>● <b>Skills:</b> Gathering information (listening); Interpreting (summarizing); Applying (designing, composing)</li></ul></li></ul>
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**Second 9 weeks**

- Weather/Seasonal patterns of change
  - Effects of weather on our environment
    - Students will be able to
      - Use various types of weather instruments in the different ecosystems to understand their purpose and application.
- Water
  - Students will
    - Be introduced to what a valve is and observe the curved shape of the valve on the NFT grow bed
    - Understand that the valve controls water flowing into the NFT grow bed

**Third 9 weeks**

- Anatomy of animals
  - **Day 1 & 2**
- Basic needs of animals
  - **Day 3 & 4 Aqua Bodies**
    - **Students will:**
      - Identify the percentage of water in the human body
      - List places within the human body where water is found
      - Describe roles that water plays in the human body
    - **Subject Area:** Life Science, Health, Math
      - **Skills:** Gathering Information(calculating); Organizing(estimating, categorizing); Analyzing (comparing, identifying patterns)
  - **Day 5 & 6 Aqua Notes**
    - **Students will:**
      - Note the different ways the body uses water.
      - Determine that they need water.
    - **Subject Area:** Fine Arts, Health, Life Science
      - **Skills:**Gathering information (listening); Interpreting (summarizing); Applying (designing, composing)
  - **Day 7 & 8 Germ Buster**
    - **Students will:**
      - Identify the benefits of using soap for hand washing.

	<ul style="list-style-type: none"> <li>● Identify both direct and indirect avenues of infection.</li> <li>● Recognize when it is important to wash hands.</li> <li>● List other strategies for staying healthy.</li> <li>● Perform proper hand washing techniques.</li> <li>● Sing a song that serves as a timer for healthy hand washing.</li> <li>■ <b>Subject Area:</b> Science, Health             <ul style="list-style-type: none"> <li>● <b>Skills:</b>Gathering information (reading); Analyzing (comparing, discussing); Interpreting (defining problems); Evaluating ( assessing); Presenting (demonstrating)</li> </ul> </li> <li>○ <b>Day 9 The Life Box</b> <ul style="list-style-type: none"> <li>■ <b>Students will:</b> <ul style="list-style-type: none"> <li>● Identify four essential factors necessary for life.</li> <li>● Explain how living things use these four factors.</li> <li>● Recognize how these four factors work together as a system.</li> </ul> </li> <li>■ <b>Subject Area:</b> Life Science             <ul style="list-style-type: none"> <li>● <b>Skills:</b>Gathering information (listening); Analyzing (identifying components and relationships); Interpreting (inferring)</li> </ul> </li> </ul> </li> </ul>
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	<p><b>Fourth 9 weeks</b> Maintenance of D.A.T.E Ecosystems</p> <ul style="list-style-type: none"><li>• Food Storage</li><li>• Feed Schedule</li><li>• Gardening Tools</li><li>• Aquaponics System</li></ul>
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## 2nd Grade

<p style="text-align: center;"><b>Georgia Performance Standard of Excellence</b></p> <p><b>2ND GRADE</b></p> <p><b>Life Science</b></p> <p><b>S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.</b></p> <p>a. Ask questions to determine the sequence of the life cycle of common animals in your area: a mammal such as a cat, dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly.</p> <p>b. Plan and carry out an investigation of the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time.</p> <p>c. Construct an explanation of an animal’s role in dispersing seeds or in the pollination of plants.</p> <p>d. Develop models to illustrate the unique and diverse life cycles of organisms other than humans.</p> <p><b>DATE students will examine the farm animals, fish, turtles, goats and the cow for wellness. SW feed and groom animals. Students will collect layed eggs and document information for data collection and to analyze the production of eggs coming from the various breeds of chickens. Students will understand the difference between fertilized and unfertilized eggs. Students conduct experiments to monitor, observe, and document the life cycle of chicken through incubation/ naturally during brooding chicken. SW plant seeds in both the outdoor soil garden and greenhouse aquaponics system. SW monitor, measure and record data for plant growth, SW identify the leaves for the different types of foliage growing. SW practice safety habits during all engagement, experiments, and other hands-on activities. Students will interact with poultry to become familiar with the different breeds and be able to describe physical</b></p>	<p style="text-align: center;"><b>Each 9 week period includes 9 instructional days</b></p> <hr/> <p><b>First 9 weeks</b></p> <ul style="list-style-type: none"> <li>● Life Cycle of DATE Academy Plants and Animals</li> <li>● Raising Nigerian Dwarf Goats             <ul style="list-style-type: none"> <li>○ <a href="https://www.boergoatprofitsguide.com/raising-nigerian-dwarf-goats/#tab-con-6">https://www.boergoatprofitsguide.com/raising-nigerian-dwarf-goats/#tab-con-6</a></li> <li>○ <a href="https://americangoatsociety.com/join.php">https://americangoatsociety.com/join.php</a></li> </ul> </li> </ul> <p style="text-align: center;">■ :</p> <hr/> <p><b>Second 9 weeks</b></p> <ul style="list-style-type: none"> <li>● Introduction to Compost Creation</li> <li>● Cultivating &amp; Tilling</li> </ul> <hr/> <p><b>Third 9 weeks</b></p> <ul style="list-style-type: none"> <li>● Anatomy of animals             <ul style="list-style-type: none"> <li>○ <b>Day 1 &amp; 2</b></li> </ul> </li> <li>● Basic needs of animals             <ul style="list-style-type: none"> <li>○ <b>Day 3 &amp; 4 Aqua Bodies</b> <ul style="list-style-type: none"> <li>■ <b>Students will:</b> <ul style="list-style-type: none"> <li>● Identify the percentage of water in the human body</li> <li>● List places within the human body where water is found</li> <li>● Describe roles that water plays in the human body</li> </ul> </li> <li>■ <b>Subject Area:</b> Life Science, Health, Math                             <ul style="list-style-type: none"> <li>● <b>Skills:</b> Gathering Information(calculating);</li> </ul> </li> </ul> </li> </ul> </li> </ul>
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**descriptions and characteristics. Students will compare their human anatomy to the anatomy of the goat, chicken, fish, turtle, and cow.**

**S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment. (Clarification statement: Changes should be easily observable and could be seen on school grounds or at home.)**

- a. Ask questions to obtain information about major changes to the environment in your community.
- b. Construct an explanation of the causes and effects of a change to the environment in your community.

Organizing (estimating, categorizing);  
Analyzing (comparing, identifying patterns)

- **Day 5 & 6 Aqua Notes**

- **Students will:**

- Note the different ways the body uses water.
    - Determine that they need water.

- **Subject Area:** Fine Arts, Health, Life Science

- **Skills:** Gathering information (listening); Interpreting (summarizing); Applying (designing, composing)

- **Day 7 & 8 Germ Buster**

- **Students will:**

- Identify the benefits of using soap for hand washing.
    - Identify both direct and indirect avenues of infection.
    - Recognize when it is important to wash hands.
    - List other strategies for staying healthy.
    - Perform proper hand washing techniques.
    - Sing a song that serves as a timer for healthy hand washing.

- **Subject Area:** Science, Health

- **Skills:** Gathering information (reading); Analyzing (comparing,

	<p>discussing); Interpreting (defining problems); Evaluating ( assessing); Presenting (demonstrating)</p> <ul style="list-style-type: none"> <li>○ <b>Day 9 The Life Box</b> <ul style="list-style-type: none"> <li>■ <b>Students will:</b> <ul style="list-style-type: none"> <li>● Identify four essential factors necessary for life.</li> <li>● Explain how living things use these four factors.</li> <li>● Recognize how these four factors work together as a system.</li> </ul> </li> <li>■ <b>Subject Area:</b> Life Science                             <ul style="list-style-type: none"> <li>● <b>Skills:</b>Gathering information (listening); Analyzing (identifying components and relationships); Interpreting (inferring)</li> </ul> </li> </ul> </li> </ul>
	<p><b>Fourth 9 weeks</b></p>
	<p><b>Mathematics:</b></p> <ul style="list-style-type: none"> <li>● SW Add, Subtract, Multiply</li> <li>● SW calculate the number of net pot cup placed inside the NFT grow bed by adding</li> <li>● SW calculate the how many net pot cups remain in the NFT after germinated plants placed in the DWC grow bed by subtracting</li> <li>● SW multiply by 3 as net cups are placed 3 in a row,</li> <li>● SW Estimate the number of individual hydroton rocks located in an individual net pot cup, then count out to compare their estimation to the actual amount a cup can hold</li> <li>● SW organize groups of individual pieces of hydroton in sets of 2,5,10 and 20</li> </ul>
	<p><b>Chicken Coop Maintenance</b></p>

	<ul style="list-style-type: none"><li>● SW be introduce to various breeds of chickens, goat,cow</li><li>● Compare the different sounds that come from each species of animals (baby chick, adult chickens, goat, cow)</li><li>● SW learn proper cleaning of the chicken shed, disposal of waste to compost, laying clean hay</li><li>● Wellness check of animals, moderate inspection</li></ul>
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### 3rd Grade

Georgia Performance Standard of Excellence	Each 9 week period includes 9 instructional days
<p><b>3RD GRADE</b>  <b>Life Science</b>  <b>S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.</b></p> <p>a. Ask questions to differentiate between plants, animals, and habitats found within Georgia’s geographic regions.</p> <p>c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.</p> <p><b>DATE Students will observe and discover the common aquatic species used in the Aquaponics that exist in the geographic regions of Georgia. Students will ask questions to define problems associated with raising fish for produce in Georgia. Students will work in a collaborative group to plan and conduct an investigation to determine which species works best for our personal Aquaponics system. Students will use mathematics and computational thinking skills to calculate the dimensions and measurements to develop and use a fish tank covering engineered from PVC pipe and netting. Students will be introduced to calculating the circumference of a circle. Students will conduct research to analyze different ecosystems in the Georgia Regions and describe the living and nonliving things that exist there.</b></p>	<p><b>First 9 weeks</b></p> <ul style="list-style-type: none"> <li>● <b>Plants life in the GA Regions</b> <ul style="list-style-type: none"> <li>■ <b>Students will:</b> <ul style="list-style-type: none"> <li>● Identify seasons for growing different seeds in Georgia region</li> <li>● Explain the basic needs of living things that exist in the 4 ecosystems of DATE’s campus (Aquaponics, Chicken Coop, Outdoor garden, and Pond)</li> <li>● Measure the growth of plants in soil garden</li> <li>● Parts of plant stem to root</li> </ul> </li> <li>■ <b>Subject Area:</b> <ul style="list-style-type: none"> <li>● <b>Skills:</b></li> </ul> </li> </ul> </li> </ul> <p><b>Second 9 weeks (30% GA Milestone content coverage)</b></p> <ul style="list-style-type: none"> <li>● <b>Math - Capacity</b> <ul style="list-style-type: none"> <li>○ DATA -           <ul style="list-style-type: none"> <li>■ Excel spreadsheet documentation</li> <li>■ Record all information for components               <ul style="list-style-type: none"> <li>● Animal weight – to track growth</li> <li>● Plant grow – over a period of time</li> <li>● Water levels – results from water sampling ( pH, nitrite, nitrate, ammonia....)</li> <li>● Animal Wellness</li> <li>● Hatched/ layed eggs</li> </ul> </li> </ul> </li> </ul> </li> </ul>

<p><b>S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.</b></p> <p>a. Ask questions to collect information and create records of sources and effects of pollution on plants and animals.</p> <p>b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals.</p> <p><b>DATE Students' will grow food to feed livestock and the community as a whole, and improve the soil with compost. Students will maintain data results of soil testing and compost transportation from Chicken Coop (ecosystem 1). Students will learn to harvest rainwater and gain a broader understanding of how microorganisms positively and adversely affect the soil quality. Students will understand the concept of "zero waste" and economic sustainability. Students will calculate days to germinate and days to harvest. Students will identify plants and vegetables that thrive best in the Georgia regions during various seasons. Students will grow and understand items needed to make their lunch ( i.e. strawberry jelly, peanuts, lettuce, tomato, cucumber). Students will complete a WebQuest that will guide them to use reliable resources to complete an independent project demonstrating their understanding of pollution and how our environment is affected. Students will frequent the chicken coop and outdoor garden to test the soil. Students will create a model of the layers of earth to gain a deeper understanding of how pollution affects the growth of plants and animals.</b></p>	<ul style="list-style-type: none"> <li>■ Time</li> <li>■ Graphing</li> <li>■ Measurement                         <ul style="list-style-type: none"> <li>● Kitchen Measures</li> <li>● Metric System</li> <li>● Square Measure</li> <li>● Weights</li> </ul> </li> <li>■ Fractions</li> </ul>
	<p><b>Third 9 weeks</b></p> <ul style="list-style-type: none"> <li>● <b>Compost &amp; Chicken Coop (breeding )</b> <ul style="list-style-type: none"> <li>○ Master Breeds</li> <li>○ Fertilized vs Unfertilized eggs</li> <li>○ Candling</li> <li>○ Creating &amp; Maintaining Compost</li> <li>○ Apply knowledge to collect and maintain DATA</li> </ul> </li> </ul>
	<p><b>Fourth 9 weeks</b></p> <ul style="list-style-type: none"> <li>● <b>Effects of pollution on humans and the environment</b></li> </ul>
	<p><b>Environmental changes caused by weather, plants, animals, and humans</b></p>

**4th Grade**

Georgia Performance Standard of Excellence	Each 9 week period includes 9 instructional days
<p><b>4TH GRADE</b>  <b>Life Science</b>  <b>S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.</b></p> <p>a. Develop a model to describe the roles of producers, consumers, and decomposers in a community. (Clarification statement: Students are not expected to identify the different types of consumers – herbivores, carnivores, omnivores and scavengers.)</p> <p>b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.</p> <p>c. Design a scenario to demonstrate the effect of a change on an ecosystem. (Clarification statement: Include living and nonliving factors in the scenario.)</p> <p>d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant.</p> <p><b>DATE Students will create a detailed poster displaying food webs including the animals and plants in the 4 different ecosystems on the school campus. The poster will explain the role of each animal and plant, and display captions explaining the flow of energy for each food chain included in the food web.</b></p> <p><b>Students will collect data on the 4 different ecosystems on campus and maintain an excel spreadsheet including soil and water levels test, wellness checks of all animals, growth rate of</b></p>	<p><b>First 9 weeks</b></p> <ul style="list-style-type: none"> <li>● <b>Aquaponics</b> <ul style="list-style-type: none"> <li>○ Introduction to Nitrogen Cycle</li> <li>○ Bacteria                             <ul style="list-style-type: none"> <li>■ Introduction to Nitrosomonas and Nitrobater</li> </ul> </li> </ul> </li> </ul>
	<p><b>Second 9 weeks</b></p> <ul style="list-style-type: none"> <li>● <b>Ecosystems on D.A.T.E. Campus</b>                      Food Chain/Food Webs</li> </ul>
	<p><b>Third 9 weeks</b></p> <ul style="list-style-type: none"> <li>● <b>Water Cycle</b> <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
	<p><b>Fourth 9 weeks</b></p> <ul style="list-style-type: none"> <li>● <b>DATA - in-depth</b> <ul style="list-style-type: none"> <li>○ Excel spreadsheet documentation</li> <li>○ Record all information for components                             <ul style="list-style-type: none"> <li>■ Animal weight – to track growth</li> <li>■ Plant grow – over a period of time</li> <li>■ Water levels – results from water sampling ( pH, nitrite, nitrate, ammonia....)</li> <li>■ Animal Wellness</li> <li>■ Hatched/ layed eggs</li> </ul> </li> </ul> </li> </ul>

plants and animals, production of eggs and other vital record keeping data needed to analyze and maintain the balance of all ecosystems. Students' will grow food to feed livestock and the community as a whole, and improve the soil with compost. Students will maintain data results of soil testing and compost transportation from Chicken Coop (*ecosystem 1*). Students will learn to harvest rainwater and gain a broader understanding of how microorganisms positively and adversely affect the soil quality. Students will understand the concept of "zero waste" and economic sustainability. Students will calculate days to germinate and days to harvest. Students will identify plants and vegetables that thrive best in the Georgia regions during various seasons. Students will grow and understand items needed to make their lunch ( i.e. strawberry jelly, peanuts, lettuce, tomato, cucumber).

**Middle School Curriculum Outline**

**5TH Grade**

Georgia Performance Standard of Excellence	<ul style="list-style-type: none"> <li>● <b>Compost Creation</b></li> </ul>
<p><b>5th Grade</b>  <b>Life Science</b>  <b>S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.</b>                      a. Develop a model that illustrates how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal) using data from multiple sources.                      b. Develop a model that illustrates how plants are sorted into groups (seed producers, non-seed producers) using data from multiple sources</p> <p><b>DATE Students will:</b></p> <ul style="list-style-type: none"> <li>● <b>dissect preserved specimens of fish, and turtles to observe, explore and participate in a hands-on activity comparing and contrasting the similarities and differences in the anatomy of humans and other living organisms.</b></li> <li>● <b>use mathematics and computational thinking skills to calculate the dimensions and measurements to develop a fish tank covering for aquaponics tanks.</b></li> <li>● <b>use PVC pipe and netting to engineer the tank covers.</b></li> <li>● <b>routinely weigh the fish to track their growth; take water samples to determine the pH, nitrite, nitrate, ammonia, carbon, and phosphate levels, in addition to the temperature of the system to determine and maintain balance of the system.</b></li> </ul>	<p>Weeks 1-3 (3wks) - Agriculture Grow Plant - Plants &amp; Animal</p> <ul style="list-style-type: none"> <li>● Ecology-Habitats</li> <li>● Human Population Growth</li> <li>● Controlling Infectious Diseases</li> </ul>
	<p>Weeks 4-5 (2wks)</p> <ul style="list-style-type: none"> <li>● Classification</li> <li>● Genes-Pea Experiments</li> <li>● Water Filter MyOn (Source to Tap) Water Cycle</li> </ul>
	<p>Weeks 6- 8 (3wks)</p> <ul style="list-style-type: none"> <li>● Greenhouse Effect in Bottle</li> <li>● Power &amp; Energy Balloon</li> <li>● Bacteria</li> <li>● Carbon Cycle</li> <li>● Nitrogen Cycle</li> <li>● Phosphorus Cycle</li> </ul>
	<p>Week 9 (1 wk)                      1 wk - Summative Assessment                      Presentation</p>

- **maintain an excel spreadsheet collecting data for analysis of the aquaponics system.**
- **create QR codes including information about all plants, equipment, and science incorporated into the greenhouse and aquaponics system daily**
- **use the aquaponics system to experiment and discover unlimited possibilities of growing organic plants and vegetables in the system.**

**S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.**

a. Construct an argument using scientific evidence to support a claim that some microorganisms are beneficial.

b. Construct an argument using scientific evidence to support a claim that some microorganisms are harmful.

**DATE Students will use a freshwater master test kit to test the pH, ammonia, nitrite, and nitrate levels. Students will alternate adding potassium and calcium to maintain a pH level between 6.0-6.5 to increase plant growth. Students will apply their knowledge to maintain a balanced system. Students will monitor the feedings of the nutrient source (fish) and maintain the correct fish density. Students will prepare a tri-fold presentation explaining the nitrogen cycle placing emphasis on the beneficial and harmful microorganisms to include nitrosomonas and nitrobacter.**

### 6TH Grade

Georgia Performance Standard of Excellence	12-13 Class Periods per 9 week period
<p><b>6th grade:</b></p> <p><b>S6E5. Obtain, evaluate, and communicate information to show how Earth’s surface is formed:</b></p> <p>e. Develop a model to demonstrate how natural processes (weathering, erosion, and deposition) and human activity change rocks and the surface of the Earth.</p> <p>h. Plan and carry out an investigation to provide evidence that soil is composed of layers of weathered rocks and decomposed organic material.</p> <p><b>DATE Students will interact with the 4 Ecosystem on the school’s campus to explore the following concepts:</b></p> <ul style="list-style-type: none"> <li>● <b>Soil and Plants;</b> <ul style="list-style-type: none"> <li>○ <b>Students will describe the basic parts of soil, soil communities, and soil profiles. Students will create, develop, design, and engineer an educational board game demonstrating the relationships between soil and ecosystems</b></li> </ul> </li> <li>● <b>Soil Degradation;</b> <ul style="list-style-type: none"> <li>○ <b>Students will explain how soils are degraded by several effects, including overcultivation, overgrazing, deforestation, mining and killing soil biota ( including bacteria, fungi, archaea, algae). Students will till and cultivate the raised grow beds in the outdoor garden, sow seed, and monitor growth until harvest.</b></li> </ul> </li> </ul>	<p><b>Outdoor Garden Bed</b></p> <p>(3week) [ 7 days]</p> <ul style="list-style-type: none"> <li>● Planet Earth</li> <li>● Rocks &amp; Soil</li> <li>● Erosion</li> <li>● Layers of the Earth</li> <li>● The Sulfur Cycle</li> </ul> <p><b>Aquaponics System</b></p> <p>(3 weeks) [7 days]</p> <ul style="list-style-type: none"> <li>● The Production and Distribution of Food</li> <li>● Media (<i>used in Ecosystems/Components</i>)             <ul style="list-style-type: none"> <li>○ Hydroton</li> <li>○ Rock Wool</li> </ul> </li> </ul> <p>(3 weeks) [7days]</p> <ul style="list-style-type: none"> <li>● Water Cycle</li> <li>● Water Filter MyOn (Source to Tap) Water Cycle</li> </ul>

- **Soil Conservation.**
  - **Students will select a country on a different continent to research and report the way in which that country helps individual landholders achieve sustainable agriculture. Students will research the Farming Legislation and what impact it has on sustainability.**

**7th Grade**

Georgia Performance Standard of Excellence	12-13 Class Periods per 9 week period
<p><b>7th grade - Life Science</b></p> <p><b>S7L4. Obtain, evaluate, and communicate information to examine the interdependence of organisms with one another and their environments.</b></p> <p>a. Construct an explanation for the patterns of interactions observed in different ecosystems in terms of the relationships among and between organisms and abiotic components of the ecosystem. (Clarification statement: The interactions include, but are not limited to, predator-prey relationships, competition, mutualism, parasitism, and commensalism.)</p> <p>b. Develop a model to describe the cycling of matter and the flow of energy among biotic and abiotic components of an ecosystem.</p> <p>c. Analyze and interpret data to provide evidence for how resource availability, disease, climate, and human activity affect individual organisms, populations, communities, and ecosystems.</p> <p><b>S7L1. Obtain, evaluate, and communicate information to investigate the diversity of living organisms and how they can be compared scientifically.</b></p> <p>a. Develop and defend a model that categorizes organisms based on common characteristics.</p>	<p><b>6 weeks ( 15-16 days)</b></p> <ul style="list-style-type: none"> <li>● <b>Aquaponics</b> <ul style="list-style-type: none"> <li>○ Nitrogen Cycle (4days)</li> <li>○ Plant Cultivation (4days)</li> <li>○ Fish Species( 4days)</li> <li>○ Bacteria ( Nitrosomonas &amp; Nitrobacter) in-depth (4days)</li> </ul> </li> </ul>
	<p><b>3 weeks (5-6days)</b></p> <ul style="list-style-type: none"> <li>● <b>Collaborative Group Project</b> <ul style="list-style-type: none"> <li>○ Create an instructional guide for grade 3</li> <li>○ Create an educational video for grade 4</li> <li>○ Create a detailed pop-up book for grade 3 (min 4 pages)</li> </ul> </li> </ul>
	<p>Animals and Anatomy</p> <ul style="list-style-type: none"> <li>● Worm bed</li> <li>● Grow Crickets</li> <li>● Digestive System</li> <li>● Cells (Plant &amp; Animal)</li> <li>● Beetle Bed</li> <li>● Take pictures weekly and compare/ chart growth</li> </ul>

**DATE Students will apply stock control and management of aquatic specimens by measuring fish continuously monitoring growth trends. The data collected will be documented to follow the growth curves to determine proper feed conversion. Students will practice husbandry of the 4 ecosystems (chicken coop, aquaponics system, and pond). Students will write a research paper based on the anatomy of humans vs. anatomy of the animals on DATE's campus. The report will include discussions on the respiratory, digestive, skeletal, and organ systems of the human body and other living organisms.**

**Students will design a diorama model of an ecosystem describing the flow of energy in the chicken coop, aquaponics system, outdoor garden and pond; symbolizing predator-prey relationships, competition, mutualism, parasitism, and commensalism relationships.**

**8th Grade**

Georgia Performance Standard of Excellence	12-13 Class Periods per 9 week period
<p><b>S8P3. Obtain, evaluate, and communicate information about cause and effect relationships between force, mass, and the motion of objects.</b></p> <p>a. Analyze and interpret data to identify patterns in the relationships between speed and distance, and velocity and acceleration.</p> <p>b. Construct an explanation using Newton’s Laws of Motion to describe the effects of balanced and unbalanced forces on the motion of an object.</p> <p>c. Construct an argument from evidence to support the claim that the amount of force needed to accelerate an object is proportional to its mass (inertia).</p> <p><b>Students’ will implement the engineering design process to create, design and engineer a prototype model of the existing aquaponics system located in our greenhouse.</b></p> <p><b>Students will prepare a tri-fold presentation including an in depth explanation of the hydrosphere nitrogen cycle vs atmosphere nitrogen cycle.</b></p> <p><b>Students will routinely weigh the fish to track their growth; take water samples to determine the pH, nitrite, nitrate, ammonia, carbon, and phosphate levels, in addition to the temperature of the system to determine and maintain balance of the system. Students will maintain an excel spreadsheet collecting data for analysis of the aquaponics system. Students will create QR codes including information about all plants, equipment, and science incorporated into the greenhouse and aquaponics system daily. Students’ will use the aquaponics system to</b></p>	<p><b>4 weeks ( 10 days)</b></p> <ul style="list-style-type: none"> <li>● <b>Aquaponics</b> <ul style="list-style-type: none"> <li>○ Mathematics of a Biofilter</li> <li>○ Engineering Design Process- Prototype Aquaponics System</li> </ul> </li> </ul>
	<p><b>2 weeks (5 days)</b></p> <ul style="list-style-type: none"> <li>● Agriculture/ Anatomy</li> </ul>
	<p><b>3 weeks (7-9 days)</b></p> <ul style="list-style-type: none"> <li>● Agriculture &amp; Simple Machines</li> <li>● Summarize and Research</li> <li>● Build Presentation</li> <li>● Present</li> </ul>
	<p><b>8th grade -</b></p> <ul style="list-style-type: none"> <li>● Testing water/ incorporate periodic table</li> <li>● Best way to grow duckweed</li> <li>● Compare what different elements reside in the different components and be able to explain</li> <li>● Fecal Float using microscopes ( need coverslips and batteries for microscopes)</li> <li>● Overseers of all projects going on</li> </ul>

<b>experiment and discover unlimited possibilities of growing organic plants and vegetables in the system.</b>	
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Teachers' will integrate their professionalism and creativity to each lesson.

The success of this curriculum will require teachers to attend Environmental Science class a minimum of 4x's with their students.

- Discussing what the project will be for this 9 week period.
- Introduce Interactive Notebook
- Professional development as it relates to the 4 different campus components

## **ADVANCED STANDARDS**

### **Ecology**

**SEC1.** Obtain, evaluate, and communicate information on how biotic and abiotic factors interact to influence the distribution of species and the diversity of life on Earth.

a. Develop a model describing the organizational structure of a habitat within an ecosystem.

(Clarification statement: Includes biotic and abiotic factors and the organizational structure; organism, population, community, ecosystems.)

b. Ask questions to predict the cause and effect of varying levels of abiotic and biotic factors on a habitat in Georgia.

(Clarification statement: Focus on specific habitat types, not biomes.)

c. Construct an argument based on evidence to explain factors that lead to sustainability of biodiversity in an ecosystem.

**SEC3.** Obtain, evaluate, and communicate information to construct explanations of community interactions.

a. Construct an argument based on evidence to support how species interactions (e.g., predation, parasitism, mutualism, commensalism, and competition) and adaptations are a response to selective pressures.

b. Obtain, evaluate, and communicate information about various ecological niches within habitats and determine how interactions between species lead to resource partitioning.

c. Construct an explanation based on evidence that describes the impact of keystone, invasive, native, indicator, and rare species in Georgia ecosystems.

d. Construct an explanation about species diversity and how it relates to the stability of ecosystems and communities.

e. Develop a model to explain ecological succession in terms of changes in communities over time and the impact of disturbance on community composition.

**SEC4.** Obtain, evaluate, and communicate information about biogeochemical cycles and how the flow of energy influences ecosystems.

a. Plan and carry out an investigation of the movement of nitrogen and phosphorus through an ecosystem as a limiting factor in plant communities related to aquatic system succession.

(Clarification statement: Field experience or scientific research study should be included.)

b. Construct an explanation of the movement of carbon through an ecosystem.

(Clarification statement: Focus is on ecological processes in terrestrial and aquatic ecosystems, not on anthropogenic influences.)

## ADVANCED STANDARDS

### Environmental Science

**SEV1.** Obtain, evaluate, and communicate information to investigate the flow of energy and cycling of matter within an ecosystem.

a. Develop and use a model to compare and analyze the levels of biological organization including organisms, populations, communities, ecosystems, and biospheres.

e. Plan and carry out an investigation of how chemical and physical properties impact aquatic biomes in Georgia.

(Clarification statement: Consider the diverse aquatic ecosystems across the state such as streams, ponds, coastline, estuaries, and lakes.)

**SEV2.** Obtain, evaluate, and communicate information to construct explanations of stability and change in Earth's ecosystems

b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.

**SEV3.** Obtain, evaluate, and communicate information to evaluate types, availability, allocation, and sustainability of energy resources.

a. Analyze and interpret data to communicate information on the origin and consumption of renewable forms of energy (wind, solar, geothermal, biofuel, and tidal) and non-renewable energy sources (fossil fuels and nuclear energy).

**SEV4.** Obtain, evaluate, and communicate information to analyze human impact on natural resources.

a. Construct and revise a claim based on evidence on the effects of human activities on natural resources.

Human Activities

Agriculture

Fishing

Water use

Wastewater treatment

Natural Resources

Land Water

Air

Organisms

b. Design, evaluate, and refine solutions to reduce human impact on the environment including, but not limited to, smog, ozone depletion, urbanization, and ocean acidification.

c. Construct an argument to evaluate how human population growth affects food demand and food supply (GMOs, monocultures, desertification, Green Revolution).

**SEV5.** Obtain, evaluate, and communicate information about the effects of human population growth on global ecosystems.

- a. Construct explanations about the relationship between the quality of life and human impact on the environment in terms of population growth, education, and gross national product.
- b. Analyze and interpret data on global patterns of population growth (fertility and mortality rates) and demographic transitions in developing and developed countries.
- c. Construct an argument from evidence regarding the ecological effects of human innovations (Agricultural, Industrial, Medical, and Technological Revolutions) on global ecosystems.
- d. Design and defend a sustainability plan to reduce your individual contribution to environmental impacts, taking into account how market forces and societal demands (including political, legal, social, and economic) influence personal choices.

**Botany:**

SBO4. Obtain, evaluate, and communicate information to analyze the impact of plant diseases and pests on plant defense systems and agriculture.

- a. Ask questions based on observational, investigative or research evidence to develop sustainable management strategies for common plant diseases.

(Clarification statement: Management strategies and practices could focus on agricultural and landscaping plants.)

- b. Construct an explanation based on research (i.e., case studies) to evaluate how plant diseases affect humans, animals, and the economy.
- c. Plan and carry out an investigation to determine how plants respond to insect pests and pathogens, and note the plant defense mechanism.  
(Clarification statement: Instruction should include diseases caused by common bacteria, viruses, fungi and vectored by insects.)



***Code of Student  
Conduct~ Student  
Rights and  
Responsibilities  
and Character Development  
Handbook***

**2019-2020**

**ELEMENTARY  
MIDDLE  
HIGH**

The DeKalb County School District provides translation of the *Code of Student Conduct~Student Rights and Responsibilities and Character Development Handbook*, courtesy of the DeKalb International Welcome Center. Request for a translated hard copy may be made to the school principal or an electronic version is available at [www.dekalb.k12.ga.us/student-relations](http://www.dekalb.k12.ga.us/student-relations).

**The English language version is considered the most accurate.**

In the event of a disagreement or discrepancy between the translation and the original English version of this handbook or any notice or disclaimer therein, the original English version will prevail.



**2019-2020 Parent/Guardian Signature Page**

Please return this page within three (3) days to your school.

**Parent/Guardian  
Acknowledgement of Receipt**

Please read and review the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook with your child and emphasize your child’s role in helping to maintain a safe and orderly school learning environment. Also, this handbook includes important information related to student records, the Family Educational Rights and Privacy Act (FERPA), and other rights and responsibilities. Please sign below to acknowledge that you and your child received this handbook. **Then, cut along the dotted line and return to your child’s school as soon as possible.** Thank you for your support.

**Student Summer School/Program Responsibilities**

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the 2019-2020 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook during the 2019-2020 school year and all summer programs following the 2019-2020 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the 2019-2020 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook if I am found in violation of any infraction committed during the 2019-2020 school year and all 2019 DeKalb County School District summer school/programs.

**Consent for Student to Participate in Surveys**

Each year the Georgia Department of Education conducts surveys of 3<sup>rd</sup> through 12<sup>th</sup> grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Refer to the Protection of Pupil Rights Amendment section on page 67 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

\_\_\_\_\_ I do not consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

\_\_\_\_\_ I consent to my child participating in the Georgia Department of Education Georgia Student Health Survey.

**DeKalb County School District  
Safe School Pledge**

My individual choices and actions, when multiplied by those of other students throughout the DeKalb County School District will make a difference. By honoring this pledge, I can do my part to make our schools safe and successful.

I believe that I can be a good student. I believe I can show good character. I believe that when I work hard, I will succeed, so I will work hard each day to do my best. I can learn. I will learn. To help keep my school safe, I pledge to adhere to guidelines established within the Code of Student Conduct~Student Rights and Responsibilities and Character Development Handbook. I understand that a violation of serious school rules may result in a ten (10) day suspension followed by a District due process hearing. This process may result in additional consequences that may include my expulsion from school or my being assigned to an alternative school/program.

**Compulsory Education**

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline (see pages 39-40 and 43 for more information).

Student Name (Please Print) \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Comment:

*Please sign, date and return to your child's Homeroom Teacher within three (3) days to your school.*

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***THE CODE OF STUDENT CONDUCT –  
STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER  
DEVELOPMENT HANDBOOK***

**POLICY STATEMENT**

The DeKalb County Board of Education is committed to providing the best possible education for children who attend its schools. This commitment requires not only rigorous courses, highly-qualified teachers, and well-equipped facilities, but also a safe, positive environment for our students, staff, parents, stakeholders, and community partners. The Board of Education expects all students to adhere to strict standards of acceptable behavior to foster learning.

The Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook identifies the rules of student behavior applicable to all DeKalb students and the procedures for imposing discipline on students who violate these rules. When discipline must be administered, the Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook ensures that it is fair and serves the best interests of all students in the School District.

**In general, discipline is designed to correct a student’s misconduct and encourages the student to be a responsible citizen of the school community. Disciplinary actions will be administered based on the discretion of the handling administrator in proportion but not limited to the severity of the unacceptable behavior, its impact on the school environment, the student’s age and grade level, the student’s previous discipline history, substantial injuries and other relevant factors.**

**In considering the nature or severity of the behavioral situation, the disciplinary process may include student support services provided by the District and other public entities or community organizations. The Board prefers to reassign disruptive students to alternative educational settings rather than suspend or expel such students from school, as authorized by Georgia law.**

Parental notification and parental involvement are essential to any effort to modify a student’s inappropriate behavior. The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook will only be effective if parents and guardians, teachers, and school administrators work together to improve student behavior and enhance academic performance. Parents, educators, and community members are urged to communicate concerns about student behavior or the student discipline process to the school principal or the Department of Student Relations.

The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is authorized pursuant to Board Policy JCD.

***THE CODE OF STUDENT CONDUCT –  
STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER  
DEVELOPMENT HANDBOOK***

**PURPOSE**

The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is intended to inform students in grades K-12 of the types of behaviors that are unacceptable. It is impossible to write a Code that addresses every conceivable variation of prohibited behavior. Consequently, students should understand they may be disciplined for any misconduct that disrupts the orderly mission of the school or that is otherwise inappropriate, whether or not it is specifically listed in the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. These rules may be

explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. The determination of whether or not a student has violated the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook will be based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did or did not violate the rule?

**THE CODE OF STUDENT CONDUCT –  
STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER  
DEVELOPMENT HANDBOOK**

**LEARNING AND COMPLIANCE**

All students, regardless of age or grade level, are required to know the contents of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook and abide by it and any other rules of conduct imposed by the school district and/or the school they attend. The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is distributed to all schools and centers. Prior to the distribution of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook, it is reviewed with the faculty and staff before school begins and students arrive to ensure their understanding.

The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is distributed and taught to students during the first week of school. **A signed Parent/Guardian Signature Page found on page 1 is required from each student and parent/guardian.** A district-wide **mandatory** test on the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is administered to students within the first two weeks of school. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

**Students who enter the School District during the school year will receive the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and will be tested on its contents.**

Students sent to in-school suspension for the first time are re-taught and re-tested on the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. Teachers are required to conduct a more thorough review of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook with younger students in grades K-3, Exceptional Education, and English Speakers of Other Languages (ESOL) to ensure their understanding.

**Students are urged to ask faculty or staff members for clarification of any part of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* they do not understand.**

**EQUAL EDUCATIONAL OPPORTUNITIES**

The DeKalb County School District provides equal educational opportunities for all students, regardless of their race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity. No student shall be subjected to discrimination or harassment because of the student's race, color, religion, national origin, gender, disability, age, sexual orientation, and gender identity in any of the District's educational programs, activities, or practices, including implementation of this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.

The School District maintains a complaint procedure that affords students a prompt, fair, and orderly means of resolving complaints of discrimination.

## **DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT**

The DeKalb County School District has discipline authority over its students whenever the interests of the School District are involved. Therefore, the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook applies at the following times and places:

- On school grounds at any time;
- Off school grounds at a school bus stop or at a school activity, function, or event;
- While the student is on a school bus or School District-sponsored transportation;
- When either the alleged perpetrator or the alleged victim is en route from school, to home, en route from a school activity, function, or event to home, en route from a school activity, function, or event
- Off school grounds while the student is participating in or attending school-sponsored or school-related activities, such as field trips, conferences, or athletic events, or is otherwise subject to the jurisdiction of school authorities;
- Off school grounds while attending a school-sponsored or school-related activity of another school system in Georgia;
- Off school grounds when the behavior of the student could result in the student being criminally charged with a felony and which makes the student's continued presence at school a potential danger to persons or property at the school or which disrupts the educational process (O.C.G.A. § 20-2-751.5(c));
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave);
- On and off school grounds when the act constitutes a violation of cyberbullying by the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging; and
- On or off school grounds when cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.

## **INVESTIGATION OF MISCONDUCT**

When a violation of school rules is reported or suspected, the principal or designee will determine whether an investigation is warranted and, if so, will instruct appropriate personnel to conduct an investigation. The investigation should be timely and include interviews with the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), staff members, and others who might have relevant information. Written statements should be obtained from all individuals who are interviewed. Video surveillance, if available, should be reviewed and secured. If administrators believe a request for a due process hearing will be made, he/she should attempt to preserve video surveillance of any misconduct. Any other physical and documentary evidence should be collected and preserved. School counselors, school social workers, school police, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. At an appropriate time during or after the investigation, the parent or guardian will be notified. However, if the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

The determination of whether or not a student has violated the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? If you disagree with this decision, you may petition to the school principal. If you disagree with the principal's decision, you may petition in writing to the regional superintendent. Please refer to the Discipline Due Process flowchart in the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook for a summary of the District's discipline process.

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## **DEKALB COUNTY SCHOOL DISTRICT 2019-2020 CHARACTER TRAITS**

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of true education.” —*Martin Luther King, Jr.*

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. An intentional and comprehensive character education initiative provides a lens through which every aspect of school becomes an opportunity for character development.

### **Benefits of Character Education:**

- Promotes character development through the exploration of ethical issues across the curriculum
- Develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities
- Teaches how to solve conflicts fairly, creating safer schools that are free of intimidation, fear, and violence, and are more conducive to learning\*

Character traits are essential for students to prepare for greatness! These traits should be modeled and maintained by adults and students.

### **Respect, Responsibility & Caring**

Modeling cornerstones of good character

#### **Respect**

Showing high regard for self, others and property

#### **Responsibility**

Being accountable for your own behavior

#### **Honesty**

Being truthful in word and action

#### **Caring**

Showing concern for the well-being of others

#### **Justice and Fairness**

Demonstrating impartial, unbiased and equitable treatment for all

#### **Citizenship**

Being an informed, responsible and caring participant in your community

#### **Courage**

Doing the right thing in the face of difficulty and following your conscience instead of the crowd

#### **Perseverance**

Staying on task and not giving up. Demonstrating commitment, pride and positive attitude in completing tasks

#### **Hope**

Believing you will be successful

\*Character Education Informational Handbook & Guide, DPI  
<http://www.ncpublicschools.org/docs/charactereducation/handbook/content.pdf>

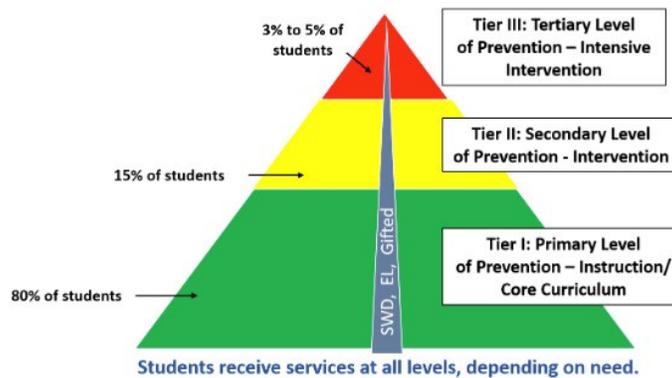
## **Character Traits Found in the *Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook***

This handbook supports the belief that appropriate behaviors and positive character must be modeled and maintained by all staff and students in order to have safe and orderly schools. Rules for expected student behavior should be taught and aligned with the following character traits.

<b>CHARACTER TRAIT</b>	<b>RULE</b>
Respect/Responsibility/Caring	Offense #1: <b>Tobacco</b>
Respect/Responsibility/Caring	Offense #2: <b>Electronic Communication Devices</b>
Responsibility/Caring/Citizenship	Offenses #3a, 3b: <b>Weapons</b>
Respect/Responsibility/Caring	Offenses #4a, 4b: <b>Intentional Physical Violence</b>
Responsibility	Offenses #5a, 5b, 5c <b>Drugs/Alcohol</b>
Honesty/Respect	Offenses #6a, 6b, 6c: <b>Property</b>
Respect/Responsibility/Caring	Offenses #7a, 7b, 7c, 7d, 7e, 7f, 7g: <b>Bullying/Harassment/Hazing/Fighting/Assault/Battery</b>
Respect/Responsibility/Caring	Offense #8a, 8b: <b>Refusal to Follow Instructions</b>
Responsibility/Courage/Perseverance	Offense #9: <b>Unlawful Absence/Truancy</b>
Responsibility/Courage/Perseverance	Offense #10: <b>Skiping Class</b>
Respect/Responsibility/Caring	Offense #11: <b>Classroom Disturbance</b>
Respect/Responsibility/Citizenship	Offense #12: <b>School Disturbance</b>
Responsibility/Respect/Citizenship	Offense #13: <b>Profanity/Vulgarity/Obscenity</b>
Responsibility/Respect/Courage	Offense #14: <b>Failure to Accept Disciplinary Action</b>
Responsibility/Respect/Courage	Offense #15: <b>Chronic Tardiness</b>
Responsibility/Respect/Caring	Offense #16: <b>Bus Misconduct</b>
Responsibility/Respect/Citizenship	Offense #17: <b>Conduct Outside of School Hours</b>
Responsibility	Offense #18: <b>Gambling</b>
Responsibility/Respect/Hope	Offense #19a: <b>Repeated Violations</b>
Responsibility/Respect/Courage	Offense #19b: <b>Violation of Probation</b>
Responsibility/Citizenship	Offense #20: <b>Parking and Traffic Violations</b>
Respect/Responsibility/Courage	Offense #21: <b>Loitering/Trespassing</b>
Honesty/Respect	Offense #22: <b>Providing False Information</b>
Responsibility/Respect/Caring	Offense #23: <b>Inappropriate Sexual Behavior</b>
Responsibility	Offense #24: <b>Identification Card Violation</b>
Responsibility/Respect/Citizenship	Offense #25: <b>Student Dress Code Violation</b>
Responsibility/Respect/Citizenship	Offense #26: <b>Unsafe Action</b>

## Multi-Tiered Systems of Support and Response to Intervention

### Essential Component: Multi-Level Prevention System



## General Education Multi-Tiered Systems of Support (MTSS), Tiers 1-3

### Introduction

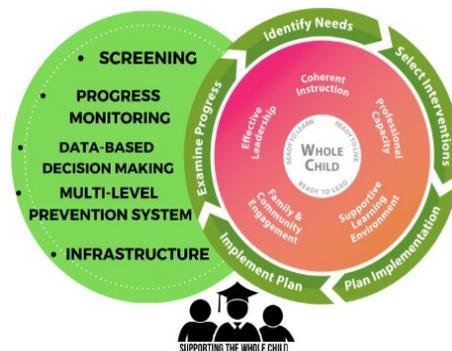
In Georgia, General Education includes a three-tiered system of academic and social-emotional-behavioral supports. Tier 1 includes core educational practices to support standards-based instruction, Tier 2 is moderate intensity support to address skill specific growth, and Tier 3 is intensive skill-specific support organized through Student Support Team (SST) process. SST is a Federal and State initiative that is defined in Georgia Board Rule 160-4-2-.32. In addition to General Education MTSS supports, Georgia schools also provide specialized educational services through non-general education programs for students that meet eligibility criteria. Non-general education delivery models include Special Education, Gifted Programming, and/or English Language Learners Services.

### DeKalb County School District (DCSD) MTSS

MTSS is a required element of the continuous school improvement process. MTSS involves alignment of appropriate assessment with purposeful instruction for all students. The DCSD MTSS framework supports both academic and behavioral development, teaching to mastery, maximizing the growth of every learner, and continuous school improvement. The processes within MTSS are not extra or additional duties, but rather they represent how we teach diverse learners to maximize the growth and development of each pupil. A key element within the MTSS is ongoing data monitoring for student response to instruction and intervention (RTI) to inform intentional decision-making for instructional planning and supports.

Interventions are types of instruction targeted to meet the academic and/or behavioral learning needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid, meaning that as students make progress they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.

## Essential Components of the MTSS Framework



The key components in Georgia's MTSS-RtI process include:

1. The three tiered delivery model gives learning support that is matched to the student's need.
2. Evidence-based instruction is the core of a teacher's classroom lesson plan.
3. Evidence-based interventions that increase or decrease in intensity if the results of the progress monitoring show a change is needed.
4. The use of a variety of ongoing assessment (test) data determines which students need supports to meet academic and/or behavior expectations.
5. Delivery of resources for learning interventions are based on student assessment data and classroom observation.

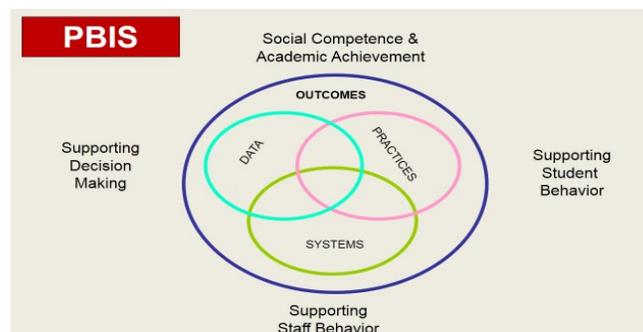
Parents can help with the MTSS-RtI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. Parents can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of [www.GeorgiaStandards.org](http://www.GeorgiaStandards.org), ask for ways you can help at home to improve your child's school performance, review and ask questions about your child's progress on assessments during parent conferences, become knowledgeable about the classroom intervention process in your school or district, and if your child is being supported with an intervention, request progress updates so you know if the intervention is working.

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 27,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

Behavioral support is provided for **ALL** students school-wide. This system of support offers all students social skills instruction, positive and proactive discipline, social behavior expectations, active supervision and monitoring, positive acknowledgement, fair and corrective discipline, and parent training and collaboration. Parents report that their main school concern is the safety of their child (Neilsen Gatti, Stansberry-Brusnahan, & Nelson, 2007). Challenging behaviors in schools that range from disruptive classroom behaviors to physical violence are safety concerns and they represent barriers to teaching and learning. Educators and parents both share this concern. Rather than relying on a mixed bag of short-term solutions for individual students and situations, schools should focus on proactive ways to define, teach, and sustain appropriate student behaviors across all school settings including the classroom, lunchroom, restrooms, and playground. The primary goal of Positive Behavioral Interventions and Supports or PBIS is to help schools design effective environments that will increase teaching and learning for all students. (Georgia Department of Education, GaPBIS)

The ten critical elements of School-Wide, Tier 1 PBIS include the PBIS Team and principal, clear expectations and rules, teaching behavior, data entry and analysis, acknowledgment (feedback), effective discipline process, faculty commitment, implementation, classroom, and evaluation.



(Georgia Department of Education, GaPBIS)

## RESTORATIVE PRACTICES

DeKalb County School District is utilizing a new, innovative tool aimed at improving climate and culture when the school community is affected by a student violating the rules of the Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook called Restorative Practices. The goal of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships rather than simply punishing the wrongdoer.

The use of restorative practices helps to:

- reduce crime, violence and bullying,
- improve human behavior,
- strengthen civil society,
- provide effective leadership,
- restore relationships, and
- repair harm.<sup>[1]</sup>



Information sourced via *The American Federation of Teachers*.  
<http://www.aft.org/ae/winter2015-2016/resources>

Restorative practice promotes dialogue between those who have been hurt and those who have inflicted the harm. This allows the victim and wrongdoer to have an opportunity to discuss how they have been affected by the violation and to decide what should be done to repair the harm and relationship. This is a victim-sensitive tool that encourages victims to take an active role in addressing the violation. Wrongdoers are encouraged to take responsibility for their actions, to repair the harm they have done by apologizing, returning stolen property, community service, or restitution. This may allow for the greatest victim contentment and wrongdoer accountability.

During the restorative conference, the victims, wrongdoers, both parties' family and friends, staff, and other community members volunteer to participate in a structured, scripted meeting to address the violation, consequences, and restitution. The conference facilitator arranges the meeting, reads a script, and keeps the conference focused, but intentionally does not actively participate in structuring the outcome of the conference. The goal of the conference is for the participants to arrive at a jointly acceptable agreement that addresses the harm caused by the wrongdoer and necessary reparations.

Wachtel, Ted. "[Defining Restorative](#)". International Institute for Restorative Practices. Retrieved 11 July 2012.

## **BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES**

Progressive discipline is designed to correct a student's misconduct and encourages the student to be a responsible citizen of the school community. Progressive discipline should promote positive student behavior while establishing clear and fair consequences for unacceptable behavior; and state what is unacceptable. Disciplinary actions are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student's age and grade level, the student's previous discipline history, and other relevant factors.

The school discipline process should include appropriate consideration of support processes to help students resolve such problems. These resources may include, but are not limited to, Student Support Team, positive behavioral supports, counseling with school counselor, school social worker involvement, school resource officer reports, behavior, attendance and academic contracts or plans, peer mediation, and prevention programs. The offenses have a range of seven (7) levels of prohibited behaviors. Each offense provides interventions as well as a range of consequences including suspension and expulsion.

Each violation in the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated. ***Multi-tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in kindergarten through third grade for 5 or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel. (HB 0740) Exceptional Education Student procedures must apply.*** In addition to discipline, behaviors may also be reported to law enforcement at the District's discretion and as required by law, including O.C.G.A. § 20-2-1184 and 19-7-5. Major offenses including, but not limited to, drugs and weapon offenses, can lead to schools being named as an Unsafe School according to the provisions of State Board Rule 160-4-8-.16.

<b>LEVEL 1</b>	<p><b>Teacher selected strategies should be</b> used for minor acts of student misconduct. Teachers should keep a written record of the violation and <b>strategies</b> used to address the behavior. If a Level 1 violation repeatedly or substantially interferes with the learning environment, it may be elevated to a higher level <b>after teacher selected strategies have been utilized</b>. Necessary strategies and positive behavioral interventions and supports will be provided through the MTSS-RTI process <b>at Tier 1 (pages 14-15)</b>.</p> <p><b><i>Examples of behaviors that impact only the student</i></b></p> <ul style="list-style-type: none"> <li>▪ Calling out in class</li> <li>▪ Inappropriate Noise</li> <li>▪ Chewing gum</li> <li>▪ Tapping pencils</li> <li>▪ Writing on self</li> <li>▪ Playing with toys in class</li> <li>▪ Writing on desk</li> <li>▪ Not in seat</li> <li>▪ Not prepared for class</li> <li>▪ Sidebar conversations</li> <li>▪ Off-tasks behaviors</li> <li>▪ Drawing instead of working</li> <li>▪ Tardy to class</li> <li>▪ Criticizing teacher one on one</li> <li>▪ Whining</li> <li>▪ Wearing a hat in school</li> <li>▪ Giving "attitude", rolling eyes, heavy sighs, sucking teeth</li> <li>▪ Eating food when not allowed</li> </ul> <p><b>Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.</b></p> <p><b>Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.</b></p>
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<p><b>LEVEL 2</b></p>	<p>Level 2 violations include infractions which are more severe in nature than Level 1 and interfere with classroom instruction and/or orderly operation at school or on the bus. These violations include minor misconduct and misbehaviors directed against persons or property but do not seriously endanger the health, safety, and well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the Response to Intervention process <b>at Tier 1. Certain level 2 violations might result in Tier 2 or Tier 3 intervention supports if safety concerns for the student or others are present (pages 14-15).</b> Certain Level 2 violations may be elevated to Level 3 violations or higher based on the severity or context of the misconduct if this behavior jeopardizes the health, safety, or well-being of others.</p> <p><b><i>Examples of behaviors that interfere with the learning of others:</i></b></p> <ul style="list-style-type: none"> <li>▪ Touching</li> <li>▪ Poking</li> <li>▪ Standing on furniture</li> <li>▪ Constant talking</li> <li>▪ Out of seat and interfering with others learning</li> <li>▪ Inappropriate chair manners</li> <li>▪ Consistently not following directions</li> <li>▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods</li> <li>▪ Running away and leaving the classroom</li> <li>▪ Throwing items in classroom</li> <li>▪ Disrespectful language to adult (i.e. I hate you, you suck, this sucks, I'm Done!)</li> <li>▪ Yelling at teacher</li> <li>▪ Moving or kicking furniture in an angry way/tantrum</li> <li>▪ Bus misbehavior</li> <li>▪ Gambling</li> </ul> <p><b>Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.</b></p> <p><b>Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privileges; Reflection sheet; Moving seat; Parent conference; Reinforcement of appropriate behaviors; De-escalation strategies; Redirect behavior; Behavior Contract; In-School Suspension; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the student, parent, teacher, or other internal supports. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.</b></p>
<p><b>LEVEL 3</b></p>	<p>Level 3 violations include infractions which are more severe in nature than Level 2 and interfere with the orderly operation of the classroom, school, or bus. These violations include repeated, unrelated acts or misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety, or well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process <b>at Tier 1. Certain Level 3 offenses may be elevated to Tier 2 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 3 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 14-15).</b> If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 3 violations may be elevated to Level 4 violations or higher based on the severity or context of the misconduct if it seriously disrupts the school environment, or presents threats to health, safety, or property.</p> <p><b><i>Examples of behaviors that affect an orderly environment:</i></b></p> <ul style="list-style-type: none"> <li>▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning.</li> <li>▪ Talking back to adult</li> <li>▪ Throwing items in classroom at others</li> <li>▪ Lying</li> <li>▪ Cheating</li> <li>▪ Forgery</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Fighting (Simple Battery)</li> <li>▪ Inappropriate language</li> <li>▪ Pushing</li> <li>▪ School disturbance</li> <li>▪ Bullying, Harassment, Hazing</li> <li>▪ Disrespect to peers/adults</li> <li>▪ Leaving room without permission</li> <li>▪ Banging on window</li> <li>▪ Vandalizing school property</li> <li>▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods</li> <li>▪ Conduct outside of school hours or away from school</li> <li>▪ Unsafe action</li> </ul> <p><b>Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.</b></p> <p><b>Disciplinary Options may include: In-School Suspension for 1-3 days with Instructional Module. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.</b></p>
<b>LEVEL 4</b>	<p>Level 4 violations include infractions, which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety, or property. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process. <b>Certain Level 4 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 4 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 14-15).</b> If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity (<b>pages 14-15</b>). Certain Level 4 violations may be elevated to Level 5 violations or higher based on the severity or context of the misconduct.</p> <p><b><i>Examples of behaviors that affect an orderly environment:</i></b></p> <ul style="list-style-type: none"> <li>▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning.</li> <li>▪ Talking back to adult</li> <li>▪ Throwing items in classroom at others</li> <li>▪ Lying</li> <li>▪ Cheating</li> <li>▪ Forgery</li> <li>▪ Fighting (Simple Battery)</li> <li>▪ Inappropriate language</li> <li>▪ School disturbance</li> <li>▪ Bullying, Harassment, Hazing</li> <li>▪ Disrespect to peers/adults</li> <li>▪ Leaving room without permission</li> <li>▪ Banging on window</li> <li>▪ Vandalizing school property</li> <li>▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods</li> <li>▪ Conduct outside of school hours or away from school</li> <li>▪ Unsafe action</li> </ul> <p><b>Disciplinary Options may include: Targeted Behavioral Contract. Consequence: Out-of-School Suspension for 1-5 days. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.</b></p>
<b>LEVEL 5</b>	<p>Level 5 violations include infractions which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety, or property. Student will be placed on a mandatory Probationary Contract which if the student is found in violation of the contract, may result in expulsion. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process. <b>Certain Level 5 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 5 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety</b></p>

	<p><b>concerns are present for the student or others (pages 14-15).</b> If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity (<b>pages 14-15</b>). Certain Level 5 violations may be elevated to Level 6 violations or higher based on the severity or context of the misconduct.</p> <p><b><i>Examples of Harmful and Illegal Behaviors:</i></b></p> <ul style="list-style-type: none"> <li>▪ Actions that cause harm</li> <li>▪ Intentional/Unintentional Violence against school employees</li> <li>▪ Stealing</li> <li>▪ Fighting (Simple Battery)</li> <li>▪ Battery</li> <li>▪ Drugs</li> <li>▪ Weapons</li> <li>▪ School disturbance</li> <li>▪ Biting</li> <li>▪ Bullying, Harassment, Hazing</li> <li>▪ Throwing furniture or other objects</li> <li>▪ Stealing</li> <li>▪ Threatening to do injury to person or property</li> <li>▪ Sexual harassment</li> <li>▪ Sexual behaviors</li> <li>▪ Alcohol</li> </ul> <p><b>Disciplinary Options must include: School-based review of previous strategies and interventions implemented; Participation in GRIP Program (Gaining Results Intervention/Prevention) and/or POINTS Program (Providing Optional Intervention Needed To Succeed).</b></p> <p><b>Consequence: Suspension for 6-10 days with a Probationary Contract. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.</b></p>
<b>LEVEL 6</b>	<p>Level 6 violations include infractions which are of a serious and aggravated nature such that the <b>student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing</b> that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 6 violations, which may result in state criminal proceedings being initiated against the student accused of a Level 6 violation. Certain Level 6 violations may be elevated to Level 7 violations or higher based on the severity or context of the misconduct. Level 6 infractions should be met with Tier 3 intervention supports through MTSS-RtI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity (<b>pages 14-15</b>).</p> <p><b><i>Examples of Harmful and Illegal Behaviors:</i></b></p> <ul style="list-style-type: none"> <li>▪ Actions that cause harm</li> <li>▪ Intentional/Unintentional Violence against school employees</li> <li>▪ Stealing</li> <li>▪ Fighting (Simple Battery)</li> <li>▪ Battery</li> <li>▪ Aggravated Assault</li> <li>▪ Aggravated Battery</li> <li>▪ Bystander Battery</li> <li>▪ Drugs</li> <li>▪ Weapons</li> <li>▪ School disturbance</li> <li>▪ Biting</li> <li>▪ Bullying, Harassment, Hazing</li> <li>▪ Throwing furniture or other objects</li> <li>▪ Threatening to do injury to person or property</li> <li>▪ Sexual harassment</li> <li>▪ Sexual behaviors</li> <li>▪ Alcohol</li> </ul> <p><b>Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.</b></p>

<p><b>LEVEL 7</b></p>	<p>Level 7 violations include infractions which are of a serious and aggravated nature such that the student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school, but to continue beyond the current semester. The student may be excluded from ALL units of the District for a specified period of time through permanent expulsion if applicable. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 7 violations, which may result in state criminal proceedings being initiated against the student accused of a Level 7 violation. Level 7 infractions should be met with Tier 3 intervention supports through MTSS-RtI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity <b>(pages 14-15)</b>.</p> <p><b><i>Examples of Harmful and Illegal Behaviors:</i></b></p> <ul style="list-style-type: none"> <li>▪ Actions that cause harm</li> <li>▪ Intentional/Unintentional Violence against school employees</li> <li>▪ Stealing</li> <li>▪ Fighting (Simple Battery)</li> <li>▪ Battery</li> <li>▪ Aggravated Assault</li> <li>▪ Aggravated Battery</li> <li>▪ Bystander Battery</li> <li>▪ Drugs</li> <li>▪ Weapons</li> <li>▪ School disturbance</li> <li>▪ Biting</li> <li>▪ Bullying, Harassment, Hazing</li> <li>▪ Throwing furniture or other objects</li> <li>▪ Threatening to do injury to person or property</li> <li>▪ Sexual harassment</li> <li>▪ Sexual behaviors</li> <li>▪ Alcohol</li> </ul> <p><b>Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 83-89.</b></p>
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ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact
	1	2	3	4	5	6	7		
<b>Offense/Violation</b>									
1-Tobacco and Other Tobacco Products	●	●	●	●	●				
2-Electronic Communication Devices	●	●	●	●	●				
3a-Weapons			●	●	●	●	●	Police Report	SRO
3b-Weapons	●	●	●	●	●				SRO
4a-Intentional Physical Violence Not Causing Harm			●	●	●	●	●	Incident Report	Student Relations/SRO
4b-Intentional Physical Violence Causing Harm <b>Contact Student Relations Prior to Submitting Charge</b>						●	●	Incident Report	Student Relations/SRO
5a-Intent/Attempt/Sell/Distribute			●	●	●			Police Report	SRO
5b-Possession/Use/Under the Influence-1 <sup>st</sup> Offense			●	●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2 <sup>nd</sup> Offense & Subsequent Offenses						●	●	Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-1 <sup>st</sup> Offense			●	●	●			Police Report GRIP	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2 <sup>nd</sup> Offense & Subsequent Offenses					●			Police Report	SRO
6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property		●	●	●	●			Incident Report	SRO
6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property		●	●	●	●			Incident Report	SRO
6c-Textbooks, Media Center Materials, Computer Equipment/Use		●	●	●	●			Incident Report	SRO as appropriate
7a-Assault		●	●	●	●				
7b-Simple Battery/Fighting/Hitting		●	●	●	●				
7c-Battery			●	●	●			Incident Report	
7d-Aggravated Assault				●	●	●	●	Incident Report	SRO
7e-Aggravated Battery						●	●	Incident Report	SRO/Student Relations
7f-Bystander Battery		●	●	●	●				
7g-Bullying/Hazing/Harassment	●	●	●	●	●			Bullying Report	
8a-Rude or Disrespectful Behavior	●	●	●	●	●				
8b-Refusal to Follow Instructions	●	●	●	●	●				

ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact	
	1	2	3	4	5	6	7			
Offense/Violation										
9-Unexcused Absences/Truancy								Follow Attendance Protocol on page 39. <b>Students will NOT be suspended for attendance-related infractions.</b>	Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●					For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●					
12-General School Disturbance/Threats/Intimidation/Gang Related Activities			●	●	●			Incident Report		SRO as appropriate
13-Profanity/Obscenity	●	●	●	●	●					
14-Failure to Accept Disciplinary Action		●	●	●	●					
15-Chronic Tardiness								Follow Attendance Protocol on page 43. <b>Students will NOT be suspended for attendance-related infractions.</b>	Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●					
17-Conduct Outside School Hours/Away From School <b>Contact Student Relations Prior to Submitting Charge</b>				●	●					Student Relations
18-Gambling		●	●	●	●					
19-Repeated Violations										
19a-Repeated Violations/Chronic Misbehavior			●	●	●			Resource Referral		
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract		
20-Parking/Traffic Violations										
21-Loitering/Trespassing/Breaking and Entering	●	●	●	●	●					
22-Providing False Information	●	●	●	●	●					
23-General Sexual Misconduct/Sexual Harassment/Sexual Batter			●	●	●					SRO/ For guidance, contact the Social Worker/Student Relations
24-Student Identification Card Violation	●	●	●							
25-Dress Code Violation								Follow Dress Code Protocol on page 49.		
26-Unsafe Action					●	●	●			Student Relations

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
	1	2	3	4	5	6	7		
<b>Offense/Violation</b>									
1-Tobacco and Other Tobacco Products	●	●	●	●	●				
2-Electronic Communication Devices	●	●	●	●	●				
3a-Weapons						●	●	Police Report	SRO
3b-Weapons	●	●	●	●	●	●			SRO
4a-Intentional Physical Violence Not Causing Harm 4b-Intentional Physical Violence Causing Harm <b>Contact Student Relations Prior to Submitting Violation</b>						●	●	Incident Report	Student Relations/SRO
						●	●	Incident Report	Student Relations/SRO
5a-Intent/Attempt/Sell/Distribute						●	●	Police Report	SRO
5b-Possession/Use/Under the Influence-1 <sup>st</sup> Offense				●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2 <sup>nd</sup> Offense & Subsequent Offenses						●	●		
5c-Possession and/or Distribution of Drug Related Paraphernalia-1 <sup>st</sup> Offense				●	●			Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2 <sup>nd</sup> Offense & Subsequent Offenses					●			Police Report GRIP	SRO
6a-Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property		●	●	●	●	●	●	Incident Report	SRO
6b-Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property		●	●	●	●	●	●	Incident Report	SRO
6c-Textbooks, Media Center Materials, Computer Equipment/Use		●	●	●	●	●	●	Incident Report	SRO as appropriate
7a-Assault		●	●	●	●	●	●		
7b-Simple Battery/Fighting/Hitting		●	●	●	●	●	●		
7c-Battery					●	●	●	Incident Report	
7d-Aggravated Assault						●	●	Incident Report	SRO
7e-Aggravated Battery						●	●	Incident Report	SRO/Student Relations
7f-Bystander Battery						●	●		
7g-Bullying/Harassment/Hazing		●	●	●	●	●	●	Bullying Report	
8a-Rude or Disrespectful Behavior	●	●	●	●	●				
8b-Refusal to Follow Instructions	●	●	●	●	●				

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
	1	2	3	4	5	6	7		
Offense/Violation									
9-Unexcused Absences/Truancy	Follow Attendance Protocol on page 39. <b>Students will NOT be suspended for attendance-related infractions.</b>							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●	●	●		
12-General School Disturbance/Threats/Intimidation/Gang Related Activities			●	●	●	●	●	Incident Report	SRO as appropriate
13-Profanity/Obscenity		●	●	●	●	●	●		
14-Failure to Accept Disciplinary Action		●	●	●	●	●	●		
15-Chronic Tardiness	Follow Attendance Protocol on page 43. <b>Students will NOT be suspended for attendance-related infractions.</b>							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●	●	●		
17-Conduct Outside School Hours/Away From School <b>Contact Student Relations Prior to Submitting Violation</b>					●	●	●		Student Relations
18-Gambling		●	●	●	●	●	●		
19a-Repeated Violations/Chronic Misbehavior			●	●	●	●	●	Resource Referral	
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract	
20-Parking/Traffic Violations		●	●	●	●	●	●		
21-Loitering/Trespassing/Breaking and Entering		●	●	●	●	●	●		
22-Providing False Information		●	●	●	●	●	●		
23-General Sexual Misconduct/Sexual Harassment/Sexual Battery		●	●	●	●	●	●		SRO/ For guidance, contact the Social Worker/Student Relations
24-Student Identification Card Violation	●	●	●	●	●				
25-Dress Code Violation	Follow Dress Code Protocol on page 49.								
26-Unsafe Action					●	●	●		Student Relations

## OFFENSES AND CONSEQUENCES

***Multi-tiered Systems of Support (MTSS) must be conducted prior to expelling or suspending a student in kindergarten through third grade for five (5) or more consecutive or cumulative days; unless student possessed a weapon, drugs or other dangerous instrument or the student's behavior endangers the safety of other students or school personnel. (HB 0740) Exceptional Education Student procedures must apply.***

### 1. A. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapor pens/tanks, cannabidiol (cbd) oil, or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapor pens/tanks or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, 24 hours a day, seven days per week (Board Policy JCDA).** Additionally, the use of vapor pens/tanks and juuls for "vaping" or "juuling" may be harmful due to the lack of known dangers they may pose on the health of children.

<b>ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:</b>	
<b>Minimum:</b>	<b>Level 1 - Conference</b>
	<b>Level 2 - Strategies (see pages 53-54)</b>
	<b>Level 3 - In-School Suspension of 1-3 days</b>
	<b>Level 4 - Suspension 1-5 days</b>
<b>Maximum:</b>	<b>Level 5 - Suspension of 6 - 10 days with a contract</b>

Students in violation of this offense will be referred to the web-based **ASPIRE (A Smoking Prevention Interactive Experience)** program at [www.mdanderson.org/aspire](http://www.mdanderson.org/aspire). A Certificate of Completion must be printed and presented to the referring administrator.

### 2. ELECTRONIC COMMUNICATION DEVICES, INCLUDING PAGING DEVICES, CELLULAR PHONES, WALKIE-TALKIES AND SIMILAR DEVICES

Students will not use any electronic communication device, including but not limited to, pagers, beepers, cellular phones, smart phones, walkie-talkies, and similar devices during instructional time (**except for approved instructional purposes**) or on school buses and must not interfere with the educational mission of the school or pose a safety hazard. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured instructional activity that occurs during the normal school day. At all other times, students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. POSSESSION OF AN ELECTRONIC COMMUNICATION DEVICE ON SCHOOL PROPERTY IS A PRIVILEGE NOT A RIGHT. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian. The school is not responsible for personal electronic devices on school property or at school sponsored events. Electronic devices may be confiscated by the school administrator or designee for the following:

- (a) Purposely look for security problems, attempt to disrupt school technology resources, or engage in any

activity that monopolizes or compromises school technology resources;

- (b) Copying computer programs, software or other technology provided by the District for personal use; download unauthorized files; or use school technology resources for personal gain or private business enterprises;
- (c) Attempting to, threaten to, or actually damage, destroy, vandalize, or steal private property or school property while using school technology resources on or off school grounds (The local school police officer must be notified of such incidents.);
- (d) Using or participating in using personal or school technology resources to distribute or display inappropriate material. Inappropriate material does not serve an instructional or educational purpose and includes but is not limited to the following (See Rule 7G for bullying using technology):
- Profane, vulgar, lewd, obscene, offensive, indecent, sexually explicit, pornographic or threatening information/material;
  - Advocates illegal or dangerous acts;
  - Causes disruption to DeKalb County School District, its employees or students;
  - Advocates violence;
  - Contains knowingly false, recklessly false, or defamatory information; or
  - Is otherwise harmful to minors as defined by the Children’s Internet Protection Act. (The local school police officer must be notified of such incidents.)
- (e) Refusing to comply with reasonable directions or commands of school staff regarding responsible use of technology, and/or use audio or visual recording devices without permission of a school administrator.
- (f) Gaining or attempting to gain unauthorized access to the District's computer data, network, system, Internet connections, e-mail accounts, or intranet or to any third party's computer system, data, or network, such as:
- Malicious tampering, phishing, or hacking activities;
  - Intentionally seeking information about passwords belonging to other users;
  - Disclosing a user's password to the District's computer network, system, Internet connections, e-mail accounts, or intranet to other individuals. Students, however, may share their passwords with their parents.
  - Modifying passwords belonging to others;
  - Attempting to log in through another person's account;
  - Attempting to gain access to material that is blocked or filtered by the District;
  - Accessing, copying, or modifying another user's files without authorization;
  - Disguising a user's identity;
  - Using the password or identifier of an account that does not belong to the user; or
  - Engaging in uses that jeopardize access into others' accounts or other computer networks or systems.

**NOTE:** No one is allowed to take pictures or video of other persons at school without the express permission of the principal. At no time shall a student take any pictures, video or audio recordings of students or staff while on school property or at any school sponsored event or post any pictures, videos or audio recordings of students or staff on social media without their consent. Violation of this provision will result in the student losing the privilege of using an electronic communication device while on school property.

Students must never send threatening/inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time. This could result in very serious school, personal and/or criminal consequences. Go to <http://www.dekalb.k12.ga.us/bullying-harassment-hazing-awareness> for further information on cyberbullying.

Student must not wear headphones with or without electronic devices during instruction time unless used for approved medical or instructional purposes only.

**ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED  
CONSEQUENCES:**

<b>Minimum:</b>	<b>Level 1 - Conference</b>
	<b>Level 2 - Strategies (see pages 53-54)</b>
	<b>Level 3 - In-School Suspension of 1-3 days</b>
	<b>Level 4 - Suspension 1-5 days</b>
<b>Maximum:</b>	<b>Level 5 - Suspension of 6 - 10 days with a contract</b>

### 3. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS AND OTHER DEVICES

**NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act;) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm to school, school-sponsored functions, on school property or school buses. (18 U.S.C. § 921(a)(25); O.C.G.A. § 16.11.127.1) The possession of any dangerous weapon, hazardous object, or firearm in violation of O.C.G.A. § 16-5-21; 16-5-24; 16-11-127; 16-11-127.1; or 16-11- 132 will trigger the reporting requirements of O.C.G.A. § 20-2- 1184.**

- A. Students shall not possess, handle, bring, transmit, or cause to be transmitted; use or threaten to use; sell, attempt to sell, or conspire to sell a firearm, a dangerous weapon or dangerous instrument/hazardous object/ unauthorized item, either concealed or open to view, at school, on school property, at school-sponsored functions or school buses. There is no exception for students who have a valid legal license to carry a weapon.

**NOTE:** The definition of "weapon" for purposes of this Code of Conduct is one that includes, but is not limited to, the following items:

#### **Category I Weapon: Firearm/Dangerous Weapons**

Any loaded or unloaded firearm or a dangerous weapon.

A firearm includes a handgun, rifle, shotgun, or other weapon which will or can be converted to expel a projectile by the action of an explosive or electrical charge.

A dangerous weapon includes any weapon commonly known as a "rocket launcher," "bazooka," or "recoilless rifle" which fires explosive or nonexplosive rockets designed to injure or kill personnel or destroy heavy armor, or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "mortar" which fires high explosive from a metallic cylinder and which is commonly used by the armed forces as an antipersonnel weapon or similar weapon used for such purpose. The term shall also mean a weapon commonly known as a "hand grenade" or other similar weapon which is designed to explode and injure personnel or similar weapon used for such purpose.

#### **Category II Weapon: Hazardous Objects**

Any pellet gun, paint pellet gun, or BB gun, antique firearm, nonlethal airgun, stun gun, taser, or any similar weapon that does not meet the definition of a Category I weapon; any Bowie, Dirk, machete, switchblade knife, ballistics knife, any other knife having a blade of two or more inches; any razor blade (e.g., straight, regular, retractable, etc.); boxcutter; any bludgeon (e.g. billy club, PR-24, night stick, spring stick, blackjack, club); any firearm muffler or firearm silencer; "look-alike" bomb; any "martial arts" device or flailing instrument consisting of two or more rigid parts connected in such a manner as to allow them to swing freely (e.g., nunchakus, nun chuck, nun chahka, shuriken, or fighting chain, etc.); any disc of whatever configuration with at least two points or pointed blades which is designed to be thrown or propelled (e.g., Chinese star, oriental dart, throwing star, etc.); miscellaneous devices such as swords, sword/knife canes, ice picks, chains, bow and arrows, knuckles made of metal, thermoplastic, wood or other similar material, objects placed on fingers, in hands, or on fists or knuckles to provide a "loaded fist," etc., or any tool or instrument which the school administration could reasonably conclude as being used as a weapon or intended by the student to be used as a weapon and thus a violation of the intent of this Code of Conduct.

In addition to the above, Category II weapons include any item defined as a weapon or hazardous object as defined by O.C.G.A. § 16-11-127.1 and 20-2-751, with the exception of firearms and dangerous weapons (See Category I).

#### **Category III Weapon: Knives/Other Weapons**

Any knife or instrument having a blade of less than two inches, any "look-alike" firearm, or plastic disposable razor or sling shot.

**Dangerous Instruments/Unauthorized Items**

Students shall not possess ammunition, BBs, paint pellets, CO2 cartridges fireworks (other than "snap its", "poppers", or "pop-its" which may be addressed as a disruptive behavior), matches, lighters, stink bombs, pepper spray, mace or similar instruments /items. These instruments/items are disruptive to the function of the school and may pose a safety risk.

**NOTE: A student must never touch or handle weapons at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.**

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

- B.** Students will not use, possess or handle water pistols, other instruments that project water or other liquids, toy guns, matches, lighters, laser pointers, devices that emit an electrical shock, or other devices, which when used inappropriately, cause discomfort/harm to another person and/or disrupt the class, school or school event.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
**Maximum:** Level 6 – Long-Term Suspension  
 A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

#### 4. INTENTIONAL PHYSICAL VIOLENCE AGAINST TEACHERS, BUS DRIVERS, SCHOOL OFFICIALS, OR OTHER SCHOOL EMPLOYEES

Students will not intentionally hit or attack any school employee to cause physical hurt, harm or injury.

##### A. Intentional Physical Violence Not Causing Physical Harm/Injury

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee.

###### ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

###### MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

**Minimum:** Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

##### B. Intentional Physical Violence Causing Physical Harm

Students will not intentionally hit or attack a teacher, school bus driver, school official, or other school employee and cause physical hurt, harm or injury.

###### ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

**Minimum:** Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

State Law indicates a student found by a preponderance of evidence to be in violation of committing an act of physical violence against a teacher, school bus driver, school official, or school employee causing physical hurt, harm or injury will be expelled from school for the remainder of the student's eligibility to attend public school (O.C.G.A. § 20-2-751.6). The law applies to all students in grades K-12. The Hearing Officer may assign the student to an alternative education program for the period of the expulsion. If the student is in kindergarten through grade eight, the Hearing Officer may allow the student to re-enroll at some point when he/she reaches the high school grades. Additionally, if the student is in kindergarten through grade six and there is no alternative educational program available, the Hearing Officer may permit the student, at a recommended time, to re-enroll in school.

#### 5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES\*

**\*As used in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook, "drugs" shall mean all substances, including but not limited to, alcohol and alcoholic beverages, marijuana, medical marijuana, prescription drugs, over-the-counter drugs, look- alike drugs, inhalants, pills, tablets, capsules, synthetic substances and all other legal and illegal drugs or substances. Use of alcohol, marijuana and other drugs by minors is illegal and harmful.**

**NOTE: A student must never touch or handle drugs at any time. Students should never take or agree to hold weapons, drugs, illegal or unknown items from other students. Tell an administrator if any of these items are found.**

#### **A. Intent/Attempt/Sell/Distribution of Drugs**

Students will not sell, attempt or intend to sell, distribute, or attempt or intend to distribute, drugs or substances represented or believed by the buyer or receiver to be drugs.

##### **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

##### **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

#### **B. Possession/Use/Under the Influence of Drugs**

Students will not possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not cause, invite or induce any person to possess, use, attempt to use, or be under the influence of drugs or substances represented or believed by the student to be drugs. Students will not deliberately smell, inhale or ingest any legal substances or will not cause, invite or induce any person to smell, inhale or ingest any legal substances in a manner other than for its intended purpose, including but not limited to, fingernail polish, model airplane glue, hand sanitizer, etc.

##### **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

##### **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

**NOTE: The principal may request a referral to a District Due Process Hearing from the Superintendent/Designee for a possible long-term suspension/expulsion for any student whose presence may constitute a clear threat to the safety of others.**

**1<sup>st</sup> Offense: The student is suspended for 10 school days with a contract. If the parents/guardians and student accept the offer to attend the drug-education program, Gaining Results Intervention/Prevention (GRIP), 5 days of the 10-day suspension shall be waived upon successful completion of the GRIP program and the contract will remain in effect. If the GRIP program is not successfully completed, the full 10-day suspension with a contract shall be imposed. This option is**

available for elementary, middle and high school students.

**2<sup>ND</sup> Offense and subsequent offenses and/or if the student's conduct is a felony or designated felony possession: The student is suspended for ten (10) school days and is referred to a due process hearing, which may impose long-term suspension or expulsion, or assignment to an alternative school.**

### **Prescribed Medications**

The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication. Students may not possess medical marijuana at school, on school property, school buses or at school-sponsored functions.

**NOTE:** Under state law, students with asthma or life-threatening allergies may carry and use their inhalers or auto-injectable epinephrine as needed, based upon school receipt of a doctor's prescription and parent's written permission. A student may be subject to disciplinary action if he/she uses auto-injectable epinephrine or any other medications in a manner other than as prescribed.

### **C. Possession and/or Distribution of Drug-Related Paraphernalia**

A student will not possess or distribute drug-related paraphernalia. As used in this Code of Student Conduct –Student Rights and Responsibilities and Character Development Handbook, "drug-related paraphernalia" includes, but is not limited to pipes, water pipes, clips, rolling papers and other items used or related to drug use (i.e. vapor pens, vapor tanks, juuls, etc.)

**\* This offense relates only to drug-related paraphernalia. Offenses related to possession, use, distribution, and sale of drugs, alcohol, or other substances are addressed in Offense 5A or 5B.**

#### **ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

#### **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

**1st Offense: The student is suspended for 10 school days with a contract with the option to attend the Gaining Results Intervention/Prevention (GRIP) program to reduce the suspension to five days, as discussed above. This option is available for elementary, middle and high school students**

**2nd and Subsequent Offenses: The student is suspended for ten (10) school days.**

## **6. PROPERTY**

### **A. Actual, Attempted or Threatened Destruction/Damage/Vandalism/Arson to School, Public or Private Property**

Students will not attempt or threaten to destroy, damage, vandalize, or deface, or set fire to school, public or private property located at the school.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

**NOTE:** The student must make restitution for any damage to school property caused by his/her behavior while on school property.

**B. Actual, Attempted or Threatened Theft/Robbery/Burglary/Extortion/Possession of Stolen Property**

Students will not engage in, attempt or threaten theft; theft by deception of public or private property; extortion; robbery; burglary; possession of stolen property or missing property; possession and/or distribution of counterfeit money/checks/money orders/bank cards.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

**NOTE:** The student must make restitution for any loss of school or personal property caused by his/her behavior while on school property.

**C. Textbooks, Media Center Materials, Computer Equipment/Use**

Students will not lose, destroy, deface, and/or inappropriately use textbooks, media center materials, or the computer and computer-related equipment and materials, including but not limited to, inappropriate use/hacking of the Intranet or Internet.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension

**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

**NOTE:** Students must make restitution for any damage to school property caused by their behavior. Any form of electronic bullying (cyberbullying/cyberstalking), threats and/or harassment using school equipment, school networks, e-mail systems or committed at school is strictly prohibited.

## 7. BULLYING/HAZING, ASSAULT, BATTERY AGAINST STUDENTS, SCHOOL PERSONNEL, SCHOOL VISITORS

### A. Assault

Students will not verbally threaten and/or intimidate teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-sponsored functions, with or without the use of physical contact; will not attempt to hurt any such persons without physical contact; and will not engage in verbal altercations and/or actions which cause such persons to be in reasonable fear of immediate bodily harm.

**NOTE:** Threatening witnesses may result in expulsion.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days

**Maximum** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension

**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

### B. Simple Battery/Fighting/Hitting

Students will not engage in fighting, hitting, kicking, shoving, pushing, biting or making physical contact with teachers, administrators, bus drivers, other school personnel, and/or other students or persons.

**NOTE:** If the incident involves intentional physical contact with a school employee not causing physical harm/injury, see Offense #4a.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days

**Maximum** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

**C. Battery**

Students will not cause substantial or visible bodily harm such as substantially blackened eyes, substantially swollen lips or other facial or bodily parts, substantial bruises to body parts or other substantial injury to teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

**NOTE: If the incident involves intentional physical injury to a School District employee causing physical harm/injury, see Offense #4b.**

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

**D. Aggravated Assault**

Students will not use or make threats with a deadly weapon or hazardous object, which is likely to or actually does cause serious bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-related functions.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7.**

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a District due process hearing held for Level 6-7.**

**E. Aggravated Battery**

Students will not maliciously cause bodily harm to a teacher, administrator, bus driver, other school personnel, other students, or persons attending school-sponsored functions, by depriving such person of a member of his/her body, by rendering a member of his/her body useless, or by seriously disfiguring his/her body or a member thereof.

**ELEMENTARY MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 6 – Long-Term Suspension

**Maximum:** Level 7 – Expulsion

**A required 10-day suspension must be served and a District due process hearing held for Level 6-7.**

**F. Bystander Battery**

Students will not become involved in a fight that he/she does not start. A student who does not start a fight but becomes involved in it will be charged with Bystander Battery. This offense includes, but is not limited to, hitting or kicking another student while that student is fighting another student.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 47-48)

Level 3 - In-School Suspension of 1-3 days

Level 4 - Suspension 1-5 days

**Maximum** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 6 – Long-Term Suspension

**Maximum:** Level 7 – Expulsion

**A required 10-day suspension must be served and a District due process hearing held for Level 6-7.**

**G. Bullying/Harassment/Discrimination/Hazing**

Students will not threaten, intimidate, harass, make physical contact with or subject another student to any other form of physical or emotional hurt, including hazing associated with membership in extracurricular organizations (sports teams, band, etc.). School officials will address each act of bullying/harassment/discrimination/hazing that is reported or of which they otherwise become aware.

**Bullying**

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.<sup>1</sup>

<sup>1</sup>[www.Stopbullying.gov](http://www.Stopbullying.gov)

**Examples of bullying include but are not limited to:**

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;
- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

### **Cyberbullying**

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. ([www.stopbullying.gov](http://www.stopbullying.gov))

#### **Examples of cyberbullying include but are not limited to:**

- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;

### **Harassment**

**Students will not harass or subject another student to any other form of physical, verbal or nonverbal harassment.**

Harassment may be defined as offensive behavior (physical, verbal or nonverbal) that intentionally targets a specific person or persons based on race, religion, gender, disability, or national origin.

#### **Examples of harassment include but are not limited to:**

- Harassment or intimidation motivated by any actual or perceived characteristic including race, color, ethnicity, religion, gender, disability, age, gender identity, sexual orientation, ancestry, national origin, physical attributes, socioeconomic status, physical or mental ability, or by any other distinguishing characteristic;
- Public humiliation;
- Social isolation.

### **Hazing**

**Students will not haze or subject another student to any other form of physical, verbal or nonverbal hazing (O.C.G.A. § 16-5-61).**

Hazing may be defined as the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

**Examples of hazing include but are not limited to:**

- Destruction of school or personal property;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Public humiliation;
- Intimidation/domination.

School officials will address each act of bullying/harassment/discrimination/hazing that is reported or of which they otherwise become aware.

**Disciplinary action after the first incident of bullying may include, but is not limited to, the following:**

- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria, or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension (through appropriate due process hearing);
- Expulsion (through appropriate due process hearing); and
- Assignment to an alternative school (through appropriate due process hearing).

**A student who has engaged in bullying should be given an age-appropriate consequence which will include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.**

**Students in grades six through twelve found to have committed the offense of bullying for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process hearing by disciplinary Hearing Officers, panels, or tribunals (O.C.G.A. § 20-2-751.4).**

**Schools should clearly communicate to all parties that retaliation following a report of bullying is strictly prohibited and may result in strong disciplinary action.**

**Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours.** It should be noted that bullying does not involve actions that are solely the result of a mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment and hazing violations, please see pages 68-69, 72-76, 93-94.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

## 8. RUDE/DISRESPECTFUL BEHAVIOR AND/OR REFUSAL TO CARRY OUT INSTRUCTIONS

### A. Rude or Disrespectful Behavior

Students will not be discourteous or use inappropriate language, behavior or gestures, including vulgar/profane language, toward teachers, administrators, bus drivers, other school personnel, other students, or persons attending school-related functions.

#### **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

### B. Refusal to Follow Instructions of Faculty or Staff Member/Insubordination

Students will not refuse to follow the instructions of teachers, school administrators, or other staff members (e.g., refusing to leave an area, refusing to stop aggressive behavior, refusing to stop disruptive behavior).

#### **ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

## 9. UNEXCUSED ABSENCES AND/OR TRUANCY

Students will not present unexcused absences or participate in truancy. Excused absences are defined by Georgia law as follows: personal illness; serious illness or death in the family; religious holiday; instances in which attendance could be hazardous as determined by the DeKalb County School District; registering to vote/voting in a public election; tests and physical exams for military service and the National Guard; and other such absences as provided for by law or by the local Board of Education. Georgia law also provides for special treatment of absences in the following circumstances:

- Georgia law provides up to 5 days of excused absences for students whose parents are in the armed forces and who are called to duty or home on leave from overseas deployment in a combat zone.
- Students serving as Pages of the Georgia General Assembly will be counted as present for days missed from school for such service.
- Students volunteering to work as poll officers in the Student Teen Election Program (STEP) will be counted present for up to two (2) days of service in that program.
- Foster care students attending court proceedings related to their foster care shall be credited as present for any day(s) or portion of a day missed from school for that purpose.

**NOTE: State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A. § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than 100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day of absence from school in violation of this section after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense. State law also requires students 16-17 years of age to have written permission from their parent or guardian to withdraw/drop out of school (O.C.G.A. § 20-2-690.1).**

**The following applies to all unexcused absences:**

Number if Unexcused Absences	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time
<b>1-2</b>	The classroom teacher will contact the parent/guardian about attendance concerns and document the contact and outcome in the Infinite Campus Contact Log.
<b>3</b>	The Attendance Protocol Manager (APM), attendance secretary, registrar or principal's designee will send a three day letter to the parent/guardian informing them of their child's absence.
<b>4-5</b>	The APM will complete a referral to the school counselor and social worker. The APM will complete a student interview, parent conference (via phone or in person) and complete the Attendance Intervention Summary Form.
<b>6</b>	The APM will send a six day unexcused attendance letter to the parent/guardian, informing them of consequences of continued absences.
<b>8</b>	A 2 <sup>nd</sup> referral should be submitted to the school social worker, accompanied by the three and six day letters, in addition to the Attendance Intervention Summary.

**NOTE: Students WILL NOT be suspended for attendance-related infractions only. *Poor attendance can keep children from reading proficiently by the end of third grade, which is shown to negatively affect their chances of graduating on time. ~American Graduate***

**10. SKIPPING CLASS OR REQUIRED ACTIVITIES**

Students will not skip classes and required school activities. If students do not report to class/required school activity or leave school or school property without permission from an administrator, they are in violation of this offense.

**The following applies to all skips:**

Number of Skips	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.
<b>1 - 2</b>	Student receives a warning. Teacher is responsible for contacting the parent(s).
<b>3 - 6</b>	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
<b>7 - 10</b>	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
<b>11+</b>	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and referral to counselor and social worker. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence.

**NOTE: Students WILL NOT receive out-of-school suspension for attendance-related infractions only.**

**11. CLASSROOM DISTURBANCE**

Students will not commit any behavior that disrupts class instruction, distracts students and/or teachers, or creates a dangerous or fearful situation for students and/or staff.

<b>ELEMENTARY SCHOOL INITIATED CONSEQUENCES:</b>	
<b>Minimum:</b>	<b>Level 2 - Strategies (see pages 53-54)</b> <b>Level 3 - In-School Suspension of 1-3 days</b> <b>Level 4 - Suspension 1-5 days</b>
<b>Maximum:</b>	<b>Level 5 – Suspension of 6-10 days with a contract</b>

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension

**Maximum:** Level 7 – Expulsion

**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

**12. SCHOOL DISTURBANCE**

Students will not engage in acts that cause or may cause a material and substantial disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, walk-outs, sit-downs, **rioting/chaos**, picketing, trespassing, inciting disturbances, pranks, **terroristic threats**, **gang-related activities**, threats to the school, **bomb threats**, **pulling fire alarm**, **calling 911**, and actual violence during period of disruption, etc.

**A. General School Disturbance**

Students will not engage in acts that cause or may cause disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to walk-outs, sit-downs, picketing, trespassing, inciting disturbances, and/or food fights, etc.

**B. Threats/Intimidation**

Students will not engage in acts of school-wide threats and/or intimidation. Prohibited acts include, but are not limited to threatening pranks, terroristic threats, bomb threats, rioting/chaos, pulling fire alarm, calling 911, and actual violence during period of disruption, etc.

**C. Gang Related Activities**

Students will not engage in acts of gang-related activities and affiliations. Prohibited acts include wearing or possessing gang-related apparel, conveying membership or affiliation with a gang, gang-related solicitation, violence, threats, defacement of school or personal property by painting, tagging, marking, writing, or creating any form of graffiti, etc.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days

**Maximum:** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension

**Maximum:** Level 7 – Expulsion

**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

The DeKalb County School District believes that school should be a safe place for students to learn and grow. Distractions caused by gangs and similar organizations are a direct threat to the safety and security of students and disrupt the learning environment. Therefore, the DeKalb County School District **strictly prohibits** all activities related to gangs and other organizations that engage in unlawful or delinquent behavior. The School District provides support for students affected by gang activity. A student **will not**, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process.

A gang is a formal or informal organization, association, or group consisting of three or more persons who engage in activities that threaten the safety of students, staff, volunteers, visitors, or others; that compromise the general school order or its activities; and/or that interfere with the School District's educational mission. Individuals associated with a gang may share a common name or common identifying signs, symbols, tattoos, graffiti, or attire or other distinguishing characteristics.

"Gang-related activities" are acts by a group of students or an individual student representing the group, which can or may cause danger/disruption to the school environment and/or threaten the safety of students, faculty, or other employees of the school district. Prohibited behavior includes, but is not limited to:

- Displaying gang signs and symbols on personal and school property
- Wearing clothing that symbolizes gang affiliation (shirts, hats, bandanas, belts, jewelry, etc.);
- Displaying gang hand-signs, tattoos / brands, and/or other adornments which symbolize gang affiliation;
- Defacing school property with gang graffiti (furniture, walls, buses, buildings, structures, etc.);
- Using electronic devices (computers, cellular phones, camera/video phones, video cameras, camcorders, MP3 players, etc.) for the purpose of documenting, disseminating, or transmitting gang activity, threats, and/or planned violent behavior;
- Engaging in any criminal offense involving violence, possession of a weapon and/or use of weapon which includes, but is not limited to, gang recruitment, intimidation, and premeditated/planned school disturbances that may place students, faculty and staff in reasonable fear of receiving bodily injury.

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 Gang Related Activity. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4). **Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867) or the DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

### 13. PROFANITY/OBSCENITY

Students will not engage in conduct that includes, but is not limited to, cursing; profane, vulgar, obscene words or gestures; spitting on another person; possession of obscene material/pornography; and profane, vulgar or obscene comments or actions.

#### **ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

#### **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 - Suspension of 6-10 days with a contract  
 Level 6 - Long-Term Suspension  
**Maximum:** Level 7 - Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

#### 14. FAILURE TO ACCEPT DISCIPLINARY ACTION

Students will not refuse or fail to serve detention, in-school suspension, or any other disciplinary action imposed by a teacher or school administrator.

<b>ELEMENTARY SCHOOL INITIATED CONSEQUENCES:</b>	
<b>Minimum:</b>	Level 2 - Strategies (see pages 53-54) Level 3 - In-School Suspension of 1-3 days Level 4 - Suspension 1-5 days
<b>Maximum:</b>	Level 5 – Suspension of 6-10 days with a contract

<b>MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:</b>	
<b>Minimum:</b>	Level 2 - Strategies (see pages 53-54) Level 3 - In-School Suspension of 1-3 days Level 4 - Suspension 1-5 days Level 5 – Suspension of 6-10 days with a contract Level 6 – Long-Term Suspension
<b>Maximum:</b>	Level 7 – Expulsion
<b>A required 10-day suspension must be served and a due process hearing held for Level 6-7.</b>	

#### 15. CHRONIC TARDINESS

Students will not demonstrate chronic tardiness. Being repeatedly late to school, class, or a school activity constitutes a violation of this section.

**The following applies to all unexcused tardies:**

<b>Number of Tardies</b>	<b>School Action Per Occurrence*</b> <b>*The Attendance Protocol/Consequences are subject to change at any time.</b>
<b>1 - 2</b>	Student receives a warning. Teacher is responsible for contacting the parent(s).
<b>3 - 6</b>	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
<b>7 - 10</b>	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
<b>11+</b>	Student receives a discipline referral and ISS or comparable consequence. Parent contacted and 2nd discipline and counselor referral completed. Student is given choice of ten (10) days ISS, alternative school/program placement, or comparable consequence.

**NOTE: Students WILL NOT receive out-of-school suspension for attendance-related infractions only.**

***If a student is 10 minutes late to school each day, this adds up to missing more than 33 hours of class time. ~American Graduate***

#### 16. BUS MISBEHAVIOR

**NOTE: See Bus Expectations/Bus Stop Rules/Bus Matrix (pages 50-52)**

Students will not engage in behavior that includes, but is not limited to, any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs

the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus.

Prohibited bus behaviors also include the use of any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Prohibited bus behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus. Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 52)

**ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

**17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL**

Students will not engage in any conduct, including but not limited to, cyberbullying, outside of school hours or away from school which may adversely affect the educational process or endanger the health, safety, morals, reputation, property or well-being of other students, teachers, or other employees of the School District.

**ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

**NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony as defined by O.C.G.A. § 15-11-63 must be referred directly to the Department of Student Relations and subject to the Student Placement Protocol as described on pages 60-61.**

**18. GAMBLING**

Students will not engage in acts of gambling including, but not limited to, betting money or other items on card games, dice games, or the outcome of games or activities, and/or possession of gambling materials or paraphernalia.

**ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

**19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION**

**A. Repeated Violations/Chronic Misbehavior**

Students will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. A "chronic disciplinary problem student" is defined by law as a student who exhibits a pattern of behavioral characteristics which interfere with the learning process of students around him or her and which are likely to recur. This may be demonstrated by repeated violations of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook, but may also be shown by other behaviors of the student. Before a student may be charged with such a violation, the student must be warned of possible consequences and have three documented referrals including, but not limited to a school counselor, school social worker, and/or other appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school, and be given an opportunity to participate in developing a student discipline correction plan.

**When a student is identified with a Chronic Disciplinary Problem:**

1. The PRINCIPAL shall notify the student's parent or guardian of the discipline problem by telephone AND by certified or first-class mail or statutory overnight delivery; AND
2. The parent or guardian shall be invited to observe the student in a classroom setting; AND
3. At least one of the parents or guardians shall be requested to attend a conference with the PRINCIPAL or teacher or both to devise a disciplinary and corrective action plan/probation contract; AND
4. Before a student may be charged with a violation of this section the school must further document that the student has been warned of possible consequences of their chronic behavior, that a disciplinary and corrective action plan/probation contract had been implemented prior to the violation (or documentation that the parent or guardian did not co-operate in the process), and support provided to the student by at least three separate referrals to three different resources: school counselors, social workers, mentors, RTI/SST, Positive Behavioral Supports, Restorative Practices, GRIP, POINTS or other interventions in the student's behavior plan; AND
5. Before any chronic disciplinary problem student is permitted to return from suspension or expulsion, the school to which the student is to be readmitted should request by telephone call and by either certified mail with return receipt requested or first-class mail that at least one (1) parent or guardian schedule and attend a conference with the PRINCIPAL OR A DESIGNEE to devise a disciplinary and behavioral correction plan/probation contract. At the discretion of the PRINCIPAL OR A DESIGNEE, a teacher, counselor, or other

person may attend the conference. The PRINCIPAL will note the conference in the student's permanent file. Failure of the parent or guardian to attend such conference shall not preclude the student from being readmitted to the school.

**ELEMENTARY SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 – Suspension of 6-10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

**B. Violation of Local School and/or District-Wide Probation**

Students will not disregard District and local school rules while they are on local school or District-wide probation. Failure to follow all District and local school rules could result in possible long-term suspension or expulsion.

**ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6 -10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

**20. PARKING AND TRAFFIC VIOLATIONS**

Students will not violate parking and traffic guidelines if they drive a vehicle to school. Students who choose to park a vehicle on school property must purchase a parking permit, display the decal sticker on their vehicle, park in their assigned spot, and comply with all parking and traffic regulations issued by the school or School District. Parking on school property without a permit or with an expired permit, engaging in reckless or careless operation of a vehicle on or near school property or near a school bus, or failing to comply with all parking and traffic regulations issued by the school or School District will constitute a violation of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. **Parking permits must be renewed upon expiration.**

**HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

**NOTE: Penalty may include revocation of parking permit or towing of vehicle off campus at the student's expense.**

## **21. LOITERING OR GOING ON ANY SCHOOL CAMPUS WITHOUT AUTHORIZATION/TRESPASSING/BREAKING AND ENTERING**

Students will not enter the premises of a school other than their own school, unless prior permission is received from an administrator of the school to be visited, or unless the school is hosting a school-related function, such as an academic or athletic activity. A student will not enter or remain in any school building on weekends or after school hours without authorization or permission.

**NOTE: When a student refuses to leave any school property and/or returns to any school property after being instructed by school staff or law enforcement staff to leave the property, the student will be in violation of this section and the matter may be handled by law enforcement.**

### **ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

### **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7.

## **22. PROVIDING FALSE INFORMATION**

Students will not engage in an act of providing false information including, but not limited to, falsifying school records, forging signatures, making or providing false statements, to teachers, administrators or other School District personnel, cheating, bribery, or using an unauthorized computer user ID or password. **Students are prohibited from falsifying, misrepresenting, omitting or erroneously reporting information to legal authorities, teachers, administrators or other School District personnel regarding instances of alleged inappropriate behavior by a teacher, administrator, or other School District employee.**

### **ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 -10 days with a contract

### **MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing

held for Level 6-7.

### 23. GENERAL SEXUAL MISCONDUCT/SEXUAL HARASSMENT/SEXUAL BATTERY

Students will not engage in inappropriate bodily contact of a sexual nature. This offense prohibits sexual conduct between or among students and between or among a student and School District employees or visitors on school property or at any school activity or event, including, but not limited to, consensual sexual contact, nonconsensual sexual contact, sexual assault, unwelcome sexual advances or comments, request for sexual favors and/or indecent exposure.

#### A. General Sexual Misconduct

Students will not willingly participate in any form of sexual activity, expose one's intimate body parts, take part in any inappropriate public displays of affection, lewd behavior (i.e. "moon"), etc.

#### B. Sexual Harassment

Students will not engage in any sexual remarks or unwelcome comments directed towards or not directed towards individuals, physical advances, requests for sexual favors, violate the Sexual Harassment Policy, etc.

#### C. Sexual Battery

Students will not engage in any indecent behavior including, but not limited to rape, fondling, child molestation, indecent liberties, sodomy, etc.

#### ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

**Minimum:** Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 – Suspension of 6-10 days with a contract

#### MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

**Minimum:** Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
 Level 5 – Suspension of 10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
**A required 10-day suspension must be served and a due process hearing held for Level 6-7.**

### 24. STUDENT IDENTIFICATION CARD VIOLATION

Students will not be present on school grounds or attend any school event without proper student identification. If mandated by the local school, DeKalb County high school students must carry ID cards while on school property and at any school event. A suspected non-student with no ID card will be asked to leave the school grounds, with police assistance if needed. Students who are not in possession of their ID cards are in violation of this section. Students must pay for replacement ID cards.

**ELEMENTARY INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
**Maximum:** Level 3 - In-School Suspension of 1-3 days

**MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 1 - Conference  
 Level 2 - Strategies (see pages 53-54)  
 Level 3 - In-School Suspension of 1-3 days  
 Level 4 - Suspension 1-5 days  
**Maximum:** Level 5 - Suspension of 6 - 10 days with a contract

**25. STUDENT DRESS CODE VIOLATION**

Students will not dress inappropriately on school grounds or at school events. **ALL** students are expected to dress appropriately and to adhere to the student dress code found on page 80 of this handbook and any additional requirements listed in local school regulations.

The following penalties apply to **ALL** student dress code violations:

Number of Offenses	Actions of the School
<b>First Offense</b>	Verbal reprimand, contact parent and In-School Suspension (ISS) until end of day or correction of the violation
<b>Second Offense</b>	Required parent conference and two (2) days ISS
<b>Third Offense</b>	Contact parent, up to ten (10) days ISS, local probation and/or parent attends classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules - and a possible referral to an alternative setting upon being found in violation by a preponderance of evidence at the District due process hearing.

**26. UNSAFE ACTION**

Students will not commit any action that has the potential to cause danger or physical harm to themselves or to others, to include exiting a moving school bus, exiting a school bus by way of the emergency exit (when an emergency does not exist), attempting to allude school officials by running through a parking lot or any traffic area, climbing on the roof of buildings, being in construction areas, boiler rooms, attics or elevator shafts, **any knockout style punches to an unsuspecting victim**, or any action that has the potential for physical harm to self or others. This rule will only apply when the unsafe behavior does not meet the standards of any other violation.

**ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:**

**Minimum:** Level 5 – Suspension of 6-10 days with a contract  
 Level 6 – Long-Term Suspension  
**Maximum:** Level 7 – Expulsion  
 A required 10-day suspension must be served and a due process hearing held for Level 6-7

***DeKalb County School District Transportation Student Bus Expectations***

<b>BUS</b>	<b>BE SAFE</b>	<b>BE RESPONSIBLE</b>	<b>BE RESPECTFUL</b>
<b>Waiting for the Bus</b> 	Stand on side walk Be watchful of traffic Wait for Driver directions	Arrive 10 minutes early Line up appropriately Wait in a quiet and orderly manner	Keep hands, feet and objects to self and out of aisle Stay off private property
<b>Entering the Bus</b> 	Allow bus to stop completely Board bus in an orderly manner Hold the handrail	Be seated quickly and slide over Remain seated	Greet the bus driver Be respectful of others and their property Use inside voice
<b>Riding the Bus</b> 	Stay seated at all times Keep aisles and emergency exits clear Keep self and objects inside the bus Silence at railroad crossings	Keep food and drink in your bag Keep bus clean Follow Driver directions Practice orderly conduct	Keep hands, feet and objects to self and out of aisle Ask permission to open windows Use appropriate language and topics
<b>Exiting the Bus</b> 	Remain seated until bus stops Leave bus in an orderly manner Cross in front of bus Hold the handrail	Leave at your assigned bus stop Take belongings with you Leave the bus stop in an orderly manner	Keep arm's length between you and person in front of you Use inside voice
<b>Evacuation of the Bus</b> 	Stay quiet Listen for directions from Driver Leave belongings on bus	Follow Driver directions Help others when appropriate	Exit quickly and safely

## BUS AND BUS STOP RULES

Students are expected to observe the following rules for safety and courtesy on the bus and at the bus stop.

### **AT THE BUS STOP**

- Arrive at the assigned stop ten (10) minutes before bus pickup
- Stand on the sidewalk or the edge of the street by the curb
- Stay off private property
- Do not stand on the part of the road reserved for vehicles
- Be respectful and watchful of traffic
- Wait in a quiet and orderly manner

### **WHEN THE BUS ARRIVES**

- Allow the bus to come to a complete stop
- Board the bus in a quiet and orderly manner

### **ON THE BUS**

- Remain seated at all times until time to get off bus
- Remain silent at railroad crossings
- Cooperate with the driver and practice orderly conduct
- Do not bully, harass or haze other students
- No profanity or obscene behavior
- No smoking
- No eating or drinking
- No vandalism
- No body parts outside bus
- No radio, tapes, or electronic audio/video devices without headphones
- No cell phone use at any time
- No live animals
- No unsafe objects or weapons
- No throwing of items from the bus or on the bus

### **LEAVING THE BUS**

- Remain seated until the bus comes to a complete stop
- Leave the bus in an orderly manner
- Leave at your assigned bus stop
- Cross in front of the bus
- Leave the bus stop in an orderly manner

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix, on the following page 52)

## **BUS REFERRAL MATRIX FOR ALL STUDENTS**

<b>INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES</b>	<b>First Offense</b>	<b>Second Offense</b>	<b>Third Offense</b>	<b>Fourth and Succeeding Offense</b>
<b>Delaying the bus schedule</b>	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
<b>Not sitting in the seat</b>	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
<b>Playing radio, tape, CD, IPOD, MP3 without earphones</b>	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
<b>Disrupting the bus</b> (Excessive Noise)	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
<b>Using inappropriate language</b> (Cursing, name calling directed toward student or adult)	Level 1 (All)	Level 2 (All)	Level 3 (All)	Level 4 (All)
<b>Bullying/Harassment/Discrimination/Hazing</b>	Level 2 (All)	Level 3 (All)	Alternative School* (MS/HS)	Alternative School* (MS/HS)
<b>Hitting other students</b>	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 5 (All)
<b>Throwing objects in the bus</b>	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 4 (All)
<b>Throwing objects out of the bus window</b> (Without damage to property)	Level 2 (All)	Level 3 (All)	Level 4 (All)	Level 4 (All)
<b>Vandalism</b> (Includes vandalism resulting from an object being thrown from the bus) Damage under \$100	Level 4 (All) Damage under \$100	Level 5 (All)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Fighting</b> (NO HITTING ZONE)	Level 4 (ES) Level 5 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Violating the alcohol/drug policy</b> (Possession/Use)	Level 5 (All)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Violating the alcohol/drug policy</b> (Distribution)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Vandalism</b> (Includes vandalism resulting from an object being thrown from the bus) Damage over \$100	Level 5 (ES) Level 6 (MH) Damage over \$100	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Exiting the emergency exit while in route</b>	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Assault</b>	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Multiple Assault</b> (Physical assault by 2 or more students acting together)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Inciting to Riot/Chaos</b>	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 6 (MH)
<b>Possession of a Weapon, other than a Firearm</b>	Level 5 (ES) Level 6 (MH)	Level 5 (ES) Level 7 (MH)	Level 5 (ES) Level 7 (MH)	Level 5 (ES) Level 7 (MH)
<b>Possession of a Firearm</b>	<b>Expulsion (All)</b>	<b>Expulsion (All)</b>	<b>Expulsion (All)</b>	<b>Expulsion (All)</b>

**\*O.C.G.A. § 20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.

Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.

(ES)-Elementary School Students Only, (MH) Middle and High School Students, (All)-Elementary, Middle and High School Students

**EXPLANATION OF BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS,**

## AND CONSEQUENCES

### SCHOOL- INITIATED CONSEQUENCES

Each school is responsible for following the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook and applying the appropriate consequence levels and corrective strategies.

**Level 1 Conference:** Administrator and/or teacher communicate(s) with the student's parent or counselor by phone, email, written notes, or person to person about the discipline concern.

Staff members may conduct a conference among any combination of the following:

Teacher/Student

Teacher/Parent

Teacher/Counselor

Teacher/Student/Administrator

Teacher/Student/Counselor/Parent

Administrator/Student

Administrator/Parent

Telephone Conference with Administrator/Parent

Telephone Conference with Teacher/Parent

Other parties as deemed necessary

**Level 2 Strategies:** ALL strategies should be age appropriate and behavior specific.

Build relationships that support academic achievement

Discussion about expectations; Review classroom procedures and expectations

Eye contact

Proximity; High levels of supervision

Verbal warning; Pre-teaching of expectations

Mentoring

Consultation with grade level teams/school counselor/school psychologist/case manager for students with disabilities for classroom/individual behavior management ideas

Restorative practices

Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate

**Level 3 Strategies:** ALL strategies should be age appropriate and behavior specific.

\*Programs may be available based upon DeKalb County School District budgetary mandates.

<b>Targeted Behavioral Contract</b>	A written contract or plan for the student with stated goals, objectives and outcomes for the student to develop necessary skill to address the stated behavior concern
<b>Detention</b>	Detaining a student for disciplinary reasons before or after school hours (including Saturdays)
<b>In-School Intervention</b>	May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction
<b>Probationary Contract</b>	Written statement which lists steps to be taken to improve behavior and describes the support to be provided by school staff and/or parent/guardian as well as the date the contract will be reviewed and must be signed by the student and parent/guardian
<b>Lockout</b>	Designated area on campus where students who are disruptive in class or tardy to class are assigned for the remainder of the period in which the infraction occurred
<b>Mediation</b>	Referral to conflict mediation
<b>Mentoring</b>	An agreed upon adult or student who provides consistent support, guidance, and help to a student who is in need of a positive role model.
<b>Discipline Warning Letter to Parents</b>	Write-up for the discipline offense with a defined period of good behavior to prevent suspension
<b>Progress Report</b>	A progress report or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her class for a specified period of time
<b>Referral</b>	Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel
<b>Restricted Activity</b>	Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school

<b>Restorative Practice</b>	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship
<b>Shadowing</b>	Parent/guardian attends class with their child at school for an agreed upon time during the school day.
<b>Staffing</b>	Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations
<b>Substance Abuse Education</b>	Required participation in <b>*GRIP Program</b> (Gaining Results Intervention/Prevention)
<b>Time-Out</b>	Temporary denial of a student's right to attend class
<b>Violence Education</b>	Required participation in <b>*POINTS Program</b> (Providing Optional Intervention Needed To Succeed)

## **ADDITIONAL STRATEGIES - SCHOOL DETERMINES USE**

Anecdotal Record (Teacher Record)  
 Behavior Checklist  
 Referral to Communities in Schools  
 Counseling  
 Limit Movement (Provide Supervision)  
 Referral to School Psychologist  
 Moving the Student's Seat in Class/on the Bus  
 Review for Possible Exceptional Ed. Placement  
 Parent Visit the School and Shadow the Student  
 Review for Possible 504 Plan  
 Parent Accompany Student to the Bus Stop  
 Tutoring  
 Referral to School Nurse  
 Written Disciplinary Assignments  
 Schedule Change  
 \*Modification of the School Day  
 Revisit IEP/Section 504 Plan for Additional Modifications  
 Involvement of Outside Agency (Initiated by parent)  
 Evaluation

\*Used only after demonstrated exhaustion of intervention supports through Tier 3 were provided and documented with fidelity, or an IEP or 504 plan was created and indicates that this is an agreed upon accommodation.

## **SCHOOL- INITIATED CONSEQUENCES**

**NOTE:** Suspensions may consist of in-school, out-of-school or bus suspensions as deemed appropriate by school administrators.

**Level 3 In-School Suspension (1-3 days): School initiated suspension**

**Level 4 Suspension of 1-5 days; School initiated suspension**

**Level 5 Suspension of 6-10 days (with contract); School initiated suspension with Targeted Behavioral Contract**

**Level 6 Long-Term Suspension/District Due Process Hearing Required**

**Level 7 Expulsion/District Due Process Hearing Required**

## DEFINITIONS OF TYPES OF DISCIPLINE

### IN-SCHOOL SUSPENSION

"In-school suspension" means the removal of a student from regular classes and assignment to an in-school suspension setting in the local school. The student's teachers send class assignments to in-school suspension. **The student may not attend or participate in extracurricular activities while assigned to in-school suspension.**

A teacher may request that a student who has been assigned to in-school suspension be allowed to attend his/her class (such as lab classes). The granting of this request is limited to cases where it is extremely important that a class not be missed or where a class cannot be made up at a later date. The principal has the final decision.

For minor offenses, in lieu of in-school suspension, and upon student or parent request, students may be given the option of school service (i.e., picking up trash on the school grounds, cleaning lunchroom tables, etc.), provided the school service is age-appropriate, supervised, and does not include restroom duties.

### OUT-OF-SCHOOL SUSPENSION

"Short-term suspension" means the removal of a student from school (or school bus) for 1-10 school days, as imposed by the school administrator.

School work missed during 1-3 day suspensions may be made up when the student returns to school. For suspensions of 4-10 school days, parents/guardians may request school work and pick up the school work during school hours. A student on short-term suspension is not allowed on school property and may not participate in any school activities or school functions.

"Long-term Suspension" means the removal of a student from school (or school bus) for more than ten school days but not beyond the current school semester. Only the Hearing Officer or the Board of Education may impose long-term suspension.

A student on long-term suspension who has not been referred to an alternative school may not receive homework, make up work, or take semester exams unless allowed to do so by the Hearing Officer, Superintendent/Designee or the Board of Education. A student on long-term suspension is not allowed on school property and may not participate in any school activities or school functions.

In some cases (limited to one per student per academic year), the principal may temporarily postpone a student's suspension if the offense was committed at a critical time in the academic calendar (i.e., immediately before final exams). This **does not** apply to offenses that are violations of state or federal law or that involve weapons, violence, or drugs.

### EXPULSION

"Expulsion" means the removal of a student from school (or school bus) for a specified period of time beyond the current semester. Only the Hearing Officer or the Board of Education may impose expulsion. During an expulsion, a student may or may not be allowed to attend an alternative school.

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

### ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than ten (10) school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. **The student must attend and successfully complete his/her alternative school assignment and may not return to his/her local school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee. Also, the student may be allowed to return to his/her previous school on an early re-admission upon the decision of the hearing officer.

**PROBATION**

“Probation” means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Hearing Officer, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing. A student placed on district-wide probation may be subject to further disciplinary action up to expulsion.

**RESTRICTIONS ON SCHOOL ACTIVITIES**

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for the final decision.

**ACCESSORY**

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the Code of Student Conduct. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

**SELF-DEFENSE**

A student’s use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. When a student is claiming self-defense, it is the student’s responsibility to prove that they acted in self-defense. If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

**RESTROOMS AND LOCKERS**

All offenses listed in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

***No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.***

**STUDENT DISCIPLINE PROCEDURES**

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required.**

**The DeKalb County School District has adopted a set of procedural safeguards that afford students greater due process than the law requires. The procedures are described in the following sections.**

## **SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION**

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the ten (10) days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

## **DISCIPLINE TEAM MEETING (DTM)**

When a Principal recommends a long-term out of school suspension/expulsion, and the disciplinary hearing may potentially be waived, a Discipline Team Meeting (DTM), which consists of the principal/designee, the student behavioral specialist and/or another representative from the system office of student discipline, and the parent/guardian, will be offered to the parent/guardian within 5 school days of the first day of suspension. The student may be invited where practicable. The principal/designee will notify the office of the Student Support Team Coordinator, or Superintendent's designee, as soon as practicable after the investigation of the occurrence. The principal/designee should furnish the following documents to the Student Support Team Coordinator or Superintendent's designee, before or at the time of the Discipline Team Meeting DTM: witness/student statements; a current copy of the student's permanent record; a copy of the student's test record card; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; detention assignments with reasons; anecdotal report citing discipline, attendance and academic records, and interventions offered at the local school including SST referral, counseling sessions and parent/guardian conferences with dates, reasons, and results; copy of police report; special education, Section 504 or SST status (active enrollment or referral for any of these programs); SST reports; copy of the currently approved suspension letter that includes the school administrations' recommendation for consequences, and any other information or evidence relevant to the incident.

The purpose of this meeting is for the team to discuss the investigation completed by the school, the discipline procedures afforded, and any information provided by the student and/or the parent/guardian. As this is a parent conference, the student's or parents' legal counsel may not attend. The Student Support Team Coordinator and/or another representative from the district office of student discipline may set a reasonable time limit for the DTM, and may end the DTM if it is evident that resolution is not imminent. If the parent/guardian and school are able to reach an agreement about the disciplinary outcome and the parent/ guardian waives the hearing in writing, then the hearing will be canceled. If the parent/ guardian disagrees with the disciplinary outcome and the end result of the DTM, or the parent/guardian does not attend the DTM, then the hearing will proceed as scheduled. Discipline Team Meetings can be conducted using various modes of communication. If the DTM does not occur or does not occur as discussed in this Code, the hearing will proceed as scheduled.

## **DISTRICT DUE PROCESS HEARING**

District due process hearings are conducted by a Hearing Officer who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Hearing Officers are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian or a parent representative with written parent permission, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The58School

District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses to testify at the discretion of the Hearing Officer. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the charges against the student by a "preponderance of the evidence." The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used. The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing.

The District due process hearing is not required to be identical to a courtroom trial, and the Georgia Evidence Code does not apply. All parties may offer relevant information to assist the Hearing Officer with determining whether the student is in violation of an offense and whether punishment must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer will determine whether or not school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Hearing Officer will deliberate privately to decide whether or not a violation has occurred and an appropriate punishment if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Hearing Officer may impose discipline ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held. The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at ***5823 Memorial Drive, Stone Mountain, Georgia, 30083***. This request must be made within twenty (20) calendar days from the date the decision is rendered.

#### **APPEAL TO DEKALB BOARD OF EDUCATION**

Appeal requests must be in writing and submitted to the Superintendent within twenty (20) calendar days from the decision of the Hearing Officer. The written notice of appeal must set forth the reasons, together with any supporting arguments, as to why the Hearing Officer's decision is alleged to be incorrect. The notice must further specify what portion or portions of the record support the appellant's contentions. No new evidence will be allowed.

The DeKalb Board of Education will review the record and shall render the decision in writing within ten (10) work days from the date the request for appeal is received. The decision of the DeKalb Board of Education will be based solely on the record created during the District due process hearing. The DeKalb Board of Education will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The DeKalb Board of Education has the power to affirm, reverse, or modify the Hearing Officer's decision. The DeKalb Board of Education's decision will be final, unless an appeal is made to the State Board of Education within thirty (30) calendar days of the DeKalb Board of Education's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may request an audio copy of the hearing at the Department of Student Relations or may order a copy of a written transcript at their own expense.

#### **DISTRICT DUE PROCESS WAIVER**

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this

waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

## **STUDENTS WITH DISABILITIES**

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if the student was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to A & B. If no, proceed to #2.
  - A. The Special Education Director/Section 504 Chair is notified immediately of the above triggers.**
    - Special Education/Section 504 Personnel investigate the situation and work with the local school.
    - A plan of action is developed.
  - B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.**
2. The Special Education teacher(s), the IEP case manager or the Section 504 chairperson is notified of the occurrence.
3. If a disabled student is referred to a District due process hearing, a school administrator contacts the school's Lead Teacher for Special Education/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determined that the behavior is not a manifestation for the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. **If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.**

## **STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES**

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District affords these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or weapon possession, or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age, around the victim or children with the victim's profile, or may have to be supervised by an adult at all times.

In some cases, these students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement (O.C.G.A. § 20-2-751.2).

Before these students return to school, they will be referred to the Department of Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. The parents and student may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Student Relations will have three school days following the determination to request a review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Student Relations and any additional information provided by all other parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three (3) school days following the determination to request a District due process hearing, pursuant to O.C.G.A. §20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. For example, the following general categories of serious violent offenses will result in the school administrator's referral to the Department of Student Relations:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook when a student's disciplinary infraction occurs within the school's jurisdiction. The normal disciplinary procedures will be followed in these instances.

**This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the Section 504 Coordinator for students with 504 plans.**

## **SEARCHES**

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

## **PERSONAL SEARCHES**

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors. Searches may also include the use of drug detection canines.

## **LOCKER, DESK, AND TABLE SEARCHES**

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

## **AUTOMOBILE SEARCHES**

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

## **SEARCH RESULTS**

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

## KEEPING WEAPONS OUT OF SCHOOL

### KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a “designated felony” under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

### WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook and may result in expulsion. (For a full and complete list of weapons, see pages 28-29.)

### SO, WHAT CAN YOU DO?

Take pride in your school and show respect for yourself and your friends by participating in keeping your school and friends safe.

- **Do not, for any reason, bring a weapon to school, or accept a weapon from another student, or allow another student to place a weapon in your locker, desk, vehicle, or personal belongings.**
- **Tell your friends not to bring weapons to school for any reason, not to show off, not for protection, not for any reason.**
- **If you hear about or see a weapon at school or on a school bus, inform a teacher or administrator immediately (you may ask that your name not be used).**

### WHY GET INVOLVED?

Students should get involved because the problems that weapons at school can cause are serious and will not completely go away without student involvement. Students across the nation have said “enough is enough.” These students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

**When word gets around that weapons are going to be reported, students are less likely to bring weapons to school.**

## **DO YOU REALLY WANT TO LOSE YOUR DRIVER'S LICENSE?**

That's right! You will lose your Driver's License or your Learner's License, or you will be prevented from receiving your Driver's or Learner's License if you have a weapon at school. That's the law in Georgia, according to the Teenage and Adult Driver Responsibility Act. This law requires schools to report students who have brought weapons to school not only to the police but also to the Department of Driver Services so that the student's Driver's License or Learner's License can be revoked.

## **A SPECIAL MESSAGE TO STUDENTS 17 YEARS OLD OR OLDER**

If you are 17 years old or older and you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that may keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

## ***CODE OF STUDENT CONDUCT – STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK***

The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook makes it very clear to all students that weapons cannot be brought to school. The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook also includes important information and advice to students about weapons and other dangerous items.

## **IT'S IMPORTANT TO REMEMBER**

When the weapons laws of Georgia are violated, the student may be:

**ARRESTED  
PLACED IN A POLICE CAR  
TAKEN TO JAIL OR A DETENTION CENTER  
SENTENCED TO JAIL  
PENALIZED WITH SUBSTANTIAL COURT FINES  
PLACED ON PROBATION  
EXPELLED FROM SCHOOL**

## **PREVENTION AND INTERVENTION**

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook to all students to let them know that weapons are against the law and against school rules;
- Informing students that lockers, desks, tables, vehicles, and personal belongings are subject to being searched by school officials;
- Informing parents that most weapons come to school from home;
- Randomly conducting firearm and drug searches by the use of gunpowder and drug-sniffing dogs;
- Restricting or limiting the use of book bags at school;
- Expelling students who have brought weapons to school or on a school bus;
- Installing more surveillance cameras and increasing the use of metal detectors.

**Responsibility** is knowing what is expected of you.

**Responsibility** is having high expectations of yourself and others.

**Responsibility** is making responsible choices.

**Responsibility** is making the right decision when the wrong decision is easier.

**Responsibility** is the measure of maturity.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **RESPONSIBILITIES**

#### **A. Parent(s)/Guardian Responsibilities**

Through dissemination of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook each school will inform the parent of the following expectations:

- To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
- To teach the child self-discipline, respect for authority and for the rights of others.
- To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.
- To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.
- To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
- To respond quickly to school to get the child when called upon.
- To be available for conferences when requested.
- To cooperate with the school staff to develop strategies to benefit the child.

#### **B. Student Responsibilities**

- To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.
- To be responsible for one's own behavior.
- To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
- To respect the personal, civil and property rights of all members of the school community.
- To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To attend school and classes regularly, on-time and be prepared with the necessary learning materials.
- To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.
- To comply immediately with any staff member's reasonable request to carry out school rules.

## **RELEASE OF STUDENT INFORMATION**

### Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1)** The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2)** The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3)** The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer, or as otherwise required by law.

- (4)** The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

## **RELEASE OF DIRECTORY INFORMATION**

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing, date of birth, electronic mail (e-mail) address, dates of attendance, grade level, major field of study, photograph, audio recordings, video recordings, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution previously attended. Such notification should be sent to the student's principal within ten (10) days of receipt of this handbook.

## **COMPLAINTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT**

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Please refer to page 66 of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook for rights related to PPRA. Parents and eligible students who need assistance or who wish to file a complaint under PPRA should do so in writing to the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202-5920. Informal inquiries may be sent to the Family Policy Compliance Office via the following email address: [PPRA@ED.Gov](mailto:PPRA@ED.Gov). The Family Policy Compliance Office website address is: [www.ed.gov/fpc](http://www.ed.gov/fpc).

## **STUDENT COMPLAINT PROCEDURES**

### **COMPLAINTS OF BULLYING, HARASSMENT, HAZING, OR DISCRIMINATION**

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report via mail or in person to the attention of: Title IX Officer, 1711 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5 (17), it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours. Please refer to page 93 for the Bullying/Harassment/Discrimination/Hazing flowchart and page 94 for the Bullying/Harassment/Discrimination/Hazing Report Form in the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.

### **REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT**

O.C.G.A. § 20-2-751.7.(a) provides that: “The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies.” The following is the reporting process:

- A.** Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
- B.** Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal’s designee, and shall submit a written report of the incident to the school principal or principal’s designee within 24 hours. If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent’s designee.
- C.** Any school principal or principal’s designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school social worker, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker’s Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual

misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the designated Regional Superintendent, Chief Officer of Public Safety, and Coordinator of School Social Work. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

## **GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES**

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

### **DEFINITIONS:**

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

### **PROCEDURES:**

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

**Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Office of Legal Affairs, 1711 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083 or at [www.dekalbschoolsga.org/athletics/downloads](http://www.dekalbschoolsga.org/athletics/downloads).**

## INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.

- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

**Students are strongly cautioned that sending inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time could result in very serious school, personal and/or criminal consequences.**

***Students will observe the standard of courtesy and behavior consistent with the practice and policies of the DeKalb County Board of Education, including but not limited to Board Policy IFBGB entitled "Web Pages," when sending or publishing messages or transmitting data or other information on the Intranet.***

## **SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION**

### **BULLYING, HARASSMENT, HAZING, AND DISCRIMINATION**

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, discrimination or drugs.

Students cannot be expected to reach their full academic potential in an environment of fear and intimidation. All schools in the DeKalb County School District have an obligation to provide a safe, healthy, and positive learning environment for their students and to promote mutual respect and acceptance among students, staff and volunteers.

The District expressly prohibits the bullying, harassing, discrimination, and hazing of any student, by any means or method, at school, on school property, or at school-related activities; while traveling including to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

1. Is directed specifically at students or school personnel;
2. Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and;
3. Creates a reasonable fear of harm to any student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying, harassment, discrimination, and hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person who reports bullying, harassing, discrimination, and hazing or participates in an investigation of bullying, harassing, discrimination, and hazing. Schools shall keep reports of bullying, harassing, discrimination, and hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying, harassing, discrimination, and hazing incident occur or upon receipt of any report of bullying, harassment, discrimination, and hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying, harassment, discrimination, and hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying, harassment, discrimination, and hazing shall be implemented in accordance with the accompanying administrative regulation.

**Administrative Regulation: Bullying/Harassment/Discrimination/Hazing  
Descriptor Code JCDAG-R(1)**

The District expressly prohibits the bullying, harassment, discrimination, and hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

**A. Definitions**

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.
- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.
- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.
- Discrimination – Unwelcome verbal or physical conduct based on race, color, national origin, sex, religion, disability, sexual orientation, gender identify, or gender expression when it is sufficiently severe, persistent or pervasive to: (1) unreasonably interfere with the individual's work or educational performance; (2) create an intimidating, hostile or offensive working or learning environment; or (3) unreasonably interfere with or limits one's ability to participate in or benefit from an educational program or activity.

**B. Prohibited Behaviors**

Examples of prohibited behaviors include, but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property; Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students;

- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/discrimination/hazing at the beginning of the school year as part of the Code of Student Conduct.

### **C. Reporting Incidents of Bullying/Harassment/Discrimination/Hazing**

Bullying/Harassment/Discrimination/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/discrimination/hazing also may be made by using the District's Alert Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/discrimination/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/discrimination/hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/discriminated/hazed are urged to inform a teacher, counselor, administrator or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/discrimination/hazing or participates in an investigation of bullying/harassment/discrimination/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/discrimination/hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct, or as otherwise required by law.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

### **D. Responding to Incidents of Bullying/Harassment/Discrimination/Hazing**

School officials are expected to intervene immediately when they see a bullying/harassment/discrimination/hazing incident occur or upon receipt of any report of bullying/harassment/discrimination/hazing. The following actions will be taken when bullying/harassment/discrimination/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/discrimination/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District’s notification, reporting, or other legal obligations.
2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately. At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose any other information in the offending student’s “education record,” including information about sanctions that do not relate to the harassed student.
3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.
4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/discrimination/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/discrimination/hazing may include but is not limited to the following:
  - Loss of a privilege;
  - Reassignment of seats in the classroom, cafeteria, or school bus;
  - Reassignment of classes;
  - Detention;
  - In-school suspension;
  - Out-of-school suspension (through appropriate due process hearing);
  - Expulsion (through appropriate due process hearing);
  - Assignment to an alternative school (through appropriate due process hearing).
5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/discrimination/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/discrimination/hazing and students who commit an offense of bullying/harassment/discrimination/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/discrimination/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

## **MANDATORY REPORTING OF STUDENT CRIMES**

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

## **ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS**

**Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.**

## **HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS**

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

## **SCHOOL RESOURCE OFFICERS**

School Resource Officers (SRO) are POST-certified police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

**Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at <http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1>.**

## **CAMPUS SECURITY PERSONNEL**

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

## **TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)**

Please note that SB 100, signed into law on April 16, 2015, makes significant changes to the Teenage and Adult Driver Responsibility Act by eliminating the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions. Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Beginning on July 1, 2015, schools will use the new **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges Form**.

## **CHRONICALLY DISRUPTIVE STUDENTS**

Students who chronically disrupt class are addressed through a MTSS-RtI process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the MTSS-RtI process for the initial disruptions to Tier 3-SST for continuously disruptive behavior. The initial focus of the MTSS-RtI process is developing and implementing interventions to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair, Instructional Support Specialist, or student support specialist) prior to a referral to a District due process hearing.

## **STUDENT SUPPORT TEAM**

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks interventions for students with academic, behavior, or other types of problems. SST levels of interventions are implemented when they are necessary as part of the progression through the tiers of intervention.

Once the student reaches Tier 3-SST, interventions are implemented and documented with fidelity for cycles of 4-6 weeks. At each 4-6 week interval, an SST problem-solving meeting is held (parents are to be invited) during which the student's response to intervention is assessed based on the data collected during the intervention period. If the interventions at SST-Tier 3 were done with fidelity and were not successful, based on data documented during the intervention period by the intervention providers, additional alternative interventions and modifications are developed and implemented for an additional cycle of 4-6 weeks. Intervention providers may include the Assistant Principal for discipline, school counselor, teachers, or other staff. After two or more cycles of Tier 3 intervention have been completed and documented with fidelity and the child continues to struggle, the SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status. If the child makes progress in response to the Tier 3-SST interventions (intense support), he or she may matriculate back to Tier 2 (moderate intensity support) and, if progress continues, return to Tier 1 Core Instruction.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a special education

referral is made, a Parental Consent for Evaluation (PCE) is obtained and all available data is reviewed as part of the evaluation process. Data can include SST/RtI records, including all data and all evaluations previously completed. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

## **PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS**

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best or only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be

sent to the parents in writing, by either letter or copy of the Student Discipline Referral form, with a note to the parent to confirm receipt of the notice.

## **PREVENTION/INTERVENTION**

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

**POINTS (Providing Optional Intervention Needed To Succeed)** helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

**GRIP (Gaining Results Intervention/Prevention)** is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the DeKalb Board of Education.

## **SAFE SCHOOL AUDITS**

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according to the DCSD Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained Safe School Administrators will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Regional Superintendents, Principals, and Assistant Principals.

In order to ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

## **STUDENT DRESS CODE**

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to the School District's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation (see pages 49):

- Students are expected to follow ALL school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors are prohibited.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, knee-length shorts, net/see through garments, flip-flops, slides, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

**NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.**

## **CODE OF SPORTSMANSHIP**

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

### **Responsibilities of Participants:**

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

## **SECLUSION AND RESTRAINT**

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

### **BOARD POLICY SECLUSION AND RESTRAINT DESCRIPTOR CODE: JGF (2)**

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
  - a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
  - b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
  - c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.
3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
  - a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
  - b. Physical restraint shall not be used:
    - i. as a form of discipline or punishment, or
    - ii. when the student cannot be safely restrained, or
    - iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
  - c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress or breathing appears impaired.
4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
  - a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
  - b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
  - c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.
6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.
7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.
8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.
9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.
10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.
11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

## **NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504**

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

Dr. Karen Manahan  
504 Coordinator  
5839 Memorial Drive  
Stone Mountain, Georgia 30083  
Phone: 678-676-1817

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.
2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35
8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.
13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial Hearing Officer (school board members and other District employees are not considered impartial Hearing Officers), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

## SECTION 504 PROCEDURAL SAFEGUARDS

### OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

### HEARING REQUEST:

The Request for the Hearing must include the following:

- A.** The name of the student;
- B.** The address of the residence of the student;
- C.** The name of the school the student is attending;
- D.** The decision that is the subject of the hearing;
- E.** The requested reasons for review;
- F.** The proposed remedy sought by the grievant; and
- G.** The name and contact information of the grievant.

Within ten (10) business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

### MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

### HEARING PROCEDURES:

- A.** The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
- B.** Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

- C.** The grievant will have an opportunity to examine the child's educational records prior to the hearing.
- D.** The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least ten (10) calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- E.** The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
- F.** The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
- G.** The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
- H.** The hearing shall be closed to the public.
- I.** The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
- J.** Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
- K.** Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.
- L.** Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.
- M.** Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

**DECISION:**

The impartial review official shall issue a written determination within twenty (20) calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

**REVIEW:**

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

## Special Education: A Parent's Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents' Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Rules of the Georgia State Board of Education (Ga. Bd. Of Educ. R.) pertaining to Special Education. (See Ga. Bd. Educ. R. 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENTS' RIGHTS.) To view the full version of the Georgia Parents' Rights please go to the Georgia Department of Education web site at [www.gadoe.org](http://www.gadoe.org) and select Offices & Divisions, then Curriculum & Instruction, then Special Education Services and Supports. You will then look under Dispute Resolution or Family Engagement Information & Resources to find Parent Rights. The full version of these rights is available in multiple languages and is also presented in video format. This table represents a condensed guide to parental procedural safeguards. To view a complete listing of Parental Rights under IDEA, contact your student's case manager or visit: [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parents%20Rights/Parents\\_Rights\\_English%20r%201-14.pdf](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parents%20Rights/Parents_Rights_English%20r%201-14.pdf).

<p><b>RECORDS:</b></p> <p>You have a right to look at your child's education records.</p> <p>You may also have the records interpreted or explained to you.</p> <p>You may request to have something in the record changed or removed if you feel it should not be in your child's record.</p> <p>You have the right to add information, comments, data or any other relevant written material to your child's record.</p> <p>You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents.</p> <p>With your written permission, you may have a person acting on your behalf inspect and review the records.</p>	<p><b>EVALUATION PROCEDURES:</b></p> <p>Your child has the right to a full and complete evaluation to determine if he/she has a disability and is in need of special education and/or related services.</p> <p>You have the right to have your child assessed in all areas of the suspected disability.</p> <p>The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules.</p> <p>Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years.</p> <p>You will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation.</p>
<p><b>CONFIDENTIALITY OF INFORMATION:</b></p> <p>Your child's educational records are <u>private</u>.</p> <p>You can ask to have copies of only your child's records.</p> <p>School employees involved with your child may see your child's records and do not require your permission.</p> <p>No one else may see the results of your child's records without your permission.</p>	<p><b>LEAST RESTRICTIVE ENVIRONMENT:</b></p> <p>You have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child.</p> <p>School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.</p>

<p><b>INDEPENDENT EVALUATION:</b></p> <p>If you disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school system to find out the procedures for accessing this right.</p> <p><u>Upon request</u>, the school district <u>must provide</u> you a list of independent evaluators so that you may choose one to test your child.</p> <p>The school district must consider the results of an independent evaluator.</p> <p>The IEP team uses the results of the test to determine if your child has a disability or needs special education.</p>	<p><b>SURROGATE PARENTS:</b></p> <p>When the school cannot find the child's parents of the child is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services.</p> <p>Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings.</p> <p>The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.</p>
<p><b>NOTICE/PARENT PARTICIPATION:</b></p> <p>You must be notified of your parental rights.</p> <p>You must be invited to attend meetings about your child such as eligibility, reevaluation, or IEP meetings.</p> <p>You are to receive copies of all documents about your child's education program and can have them explained to you.</p> <p>Copies can be in your native language, Braille, or explained in sign language. If needed, the school district will provide a translator or interpreter.</p> <p>You must be given opportunities to participate in any decision-making meeting regarding your child's special education.</p> <p>You must be invited to any meeting that is held to discuss your child's disability, evaluations, re-evaluations, placement of your child, and his/her IEP and its contents.</p> <p>You are entitled to have IEP meetings held at a time and place mutually convenient to you and other members of the IEP Team.</p> <p>You have the right to excuse or not to excuse a member of your child's IEP Team from attending and IEP meeting. The school district cannot excuse a required member without your permission.</p>	<p><b>COMPLAINTS, MEDIATION, HEARINGS:</b></p> <p>You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child.</p> <p>The school system can also ask for mediation or a due process hearing.</p> <p>The parent and the school system must both agree to try mediation before mediation will be scheduled.</p> <p>When you request a due process hearing, you have the right to participate in a resolution session that provides an opportunity for parents and school systems to resolve any issues in a due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child.</p> <p>When you request a due process hearing, you have the right to an impartial due process hearing conducted by an administrative law judge (ALJ)/ hearing officer.</p> <p>You may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements related to the IDEA or Georgia Special Education Rules. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457(fax) or mailed to the Division for Special Education Services and Supports at 1871 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.</p>

<p><b>CONSENT:</b></p> <p>The school cannot test/evaluate or re-evaluate your child without your permission/consent.</p> <p>The school cannot place your child in special education or change your child's program placement without your permission/consent.</p> <p>The school district cannot release your child's records without your permission/consent except to certain individuals identified in law.</p> <p>You have the right to <u>not</u> give your permission/consent.</p> <p>You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent means your child will no longer receive any special education services.</p>	<p><b>DISCIPLINE PROCEDURES AND RIGHTS:</b></p> <p>The school system must follow certain procedures when students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child.</p> <p>Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel.</p> <p>Regardless of the setting, the school district must continue to provide a free appropriate public education for your child.</p> <p>The setting must enable your child to continue to receive services that will allow him/her to meet the goals and objectives in his/her IEP.</p> <p>Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations.</p> <p>These rights protect you, your child, and the school system.</p>
<p><b>PRIVATE SCHOOL PLACEMENT:</b></p> <p>If you decide to place your child in a private school, you must inform school officials at the last IEP meeting you attend of your intent and explain your concerns about the public program.</p> <p>The school system is not required to pay for the private school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP.</p>	<p><b>CONTACTS:</b></p> <p>When you have concerns about your child's education, it is important to tell the school principal or special education director.</p> <p>If you need further help, there are parent or advocacy groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to <a href="http://www.p2pga.org">www.p2pga.org</a> .</p> <p>You may also contact the Division for Special Education Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at <a href="http://www.gadoe.org">www.gadoe.org</a> to help find other helpful resources.</p>

# **APPENDIX**

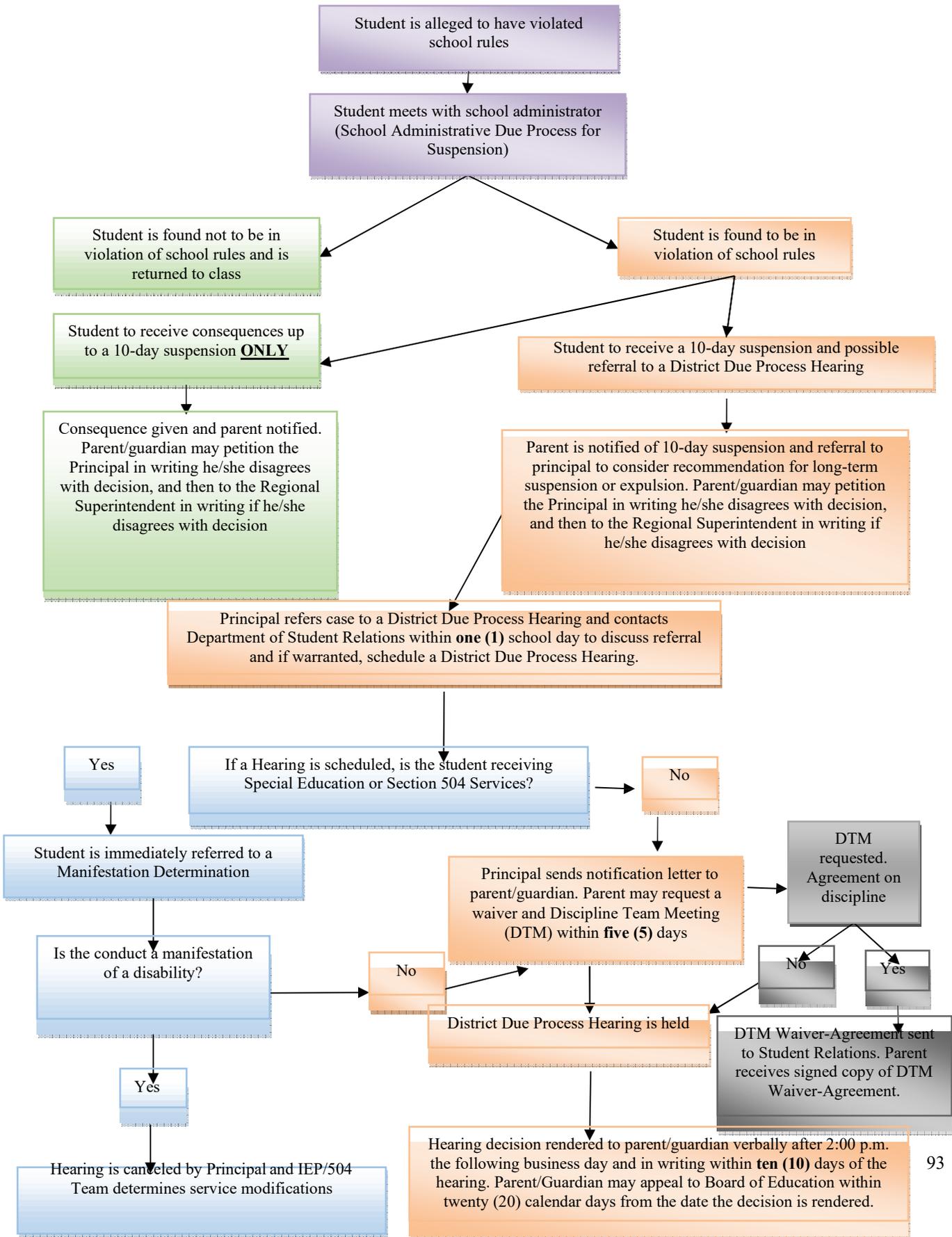
## **PARENTS' RIGHT-TO-KNOW (ESSA)**

In compliance with the requirements of the Every Students Succeeds Act (ESSA), parents may request information about the professional qualifications of their child's teacher(s) and/ or paraprofessional(s). The following information may be requested:

- 1) Whether the student's teacher -
  - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - is teaching in the field of discipline of the certification of the teacher.
- 2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

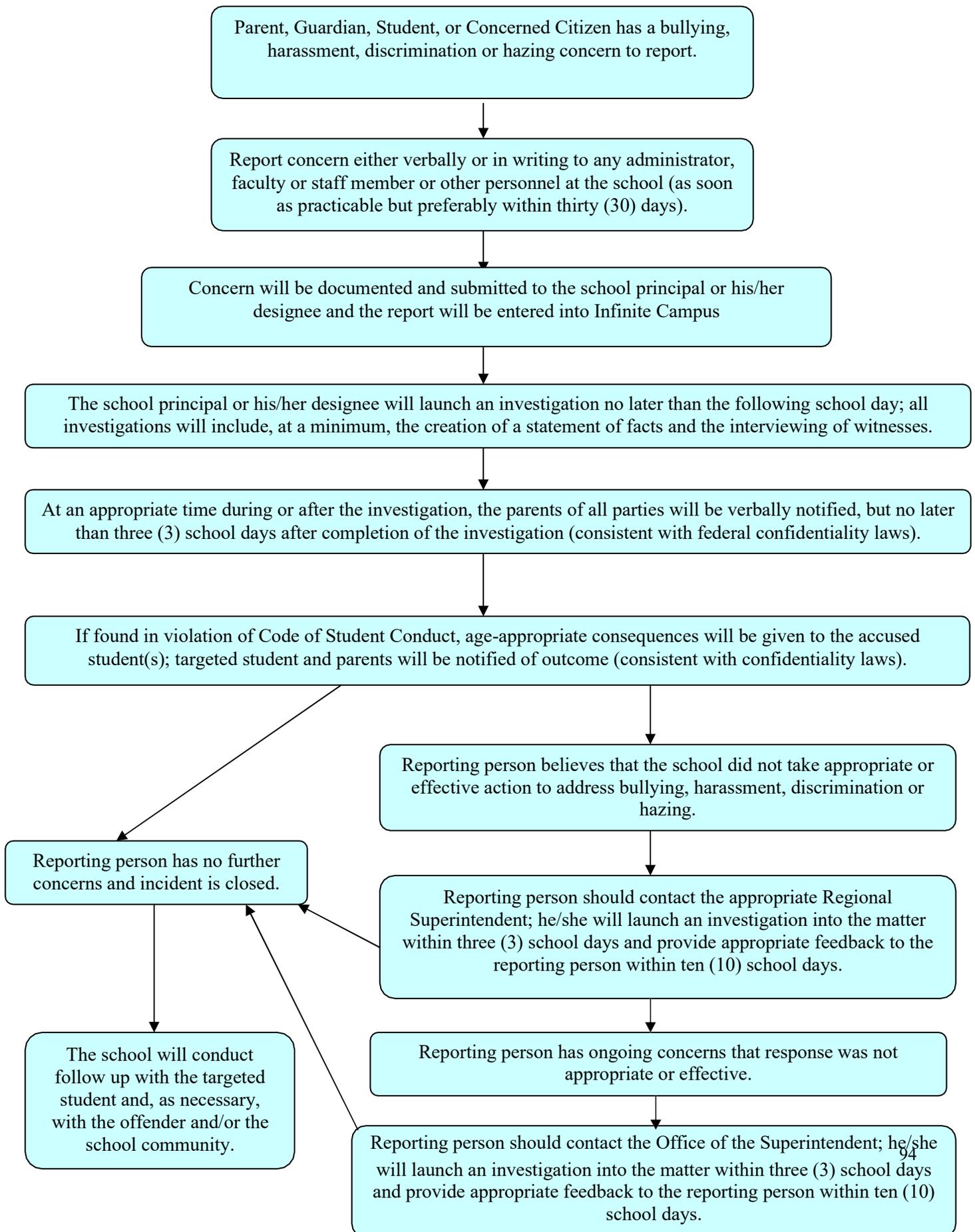
If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the school principal.

### DISCIPLINE DUE PROCESS FLOWCHART



2019-2020

## BULLYING/HARASSMENT/DISCRIMINATION/HAZING REPORTING FLOWCHART





## **NOTES**

## **NOTES**



"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.

The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."

-National PTA

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**WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF  
THE CODE OF STUDENT CONDUCT ARE WELCOME.  
THEY MAY BE SENT TO:**

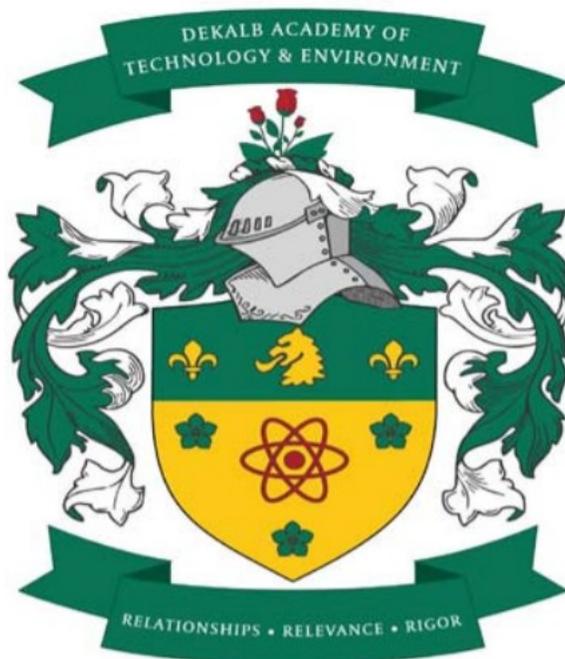
**DEPARTMENT OF STUDENT RELATIONS  
5823 MEMORIAL DRIVE  
STONE MOUNTAIN, GA 30083**

**(678) 676-1811**

**DR. MICHAEL A. ERWIN, CHAIR**

**DR. R. STEPHEN GREEN, SUPERINTENDENT**

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, pregnancy status, age, sex, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.



**Established with Pride**

**DEKALB AGRICULTURE TECHNOLOGY & ENVIRONMENT, INC.**

## **Student/Parent Handbook**

**2020-2021 School Year**

[www.dekalbacademy.org](http://www.dekalbacademy.org)

Telephone (678) 999-9290

Fax (678) 999-9294

“Learning with Relationships, Relevance, and Rigor!”

---

DeKalb Agriculture of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

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**Vision**

DeKalb Agriculture of Technology Our Vision Is Engaging Hands And Minds Through Environment,  
Agriculture And Technology.

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DeKalb Agriculture of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

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## Mission

The goal of DeKalb Agriculture of Technology and the Environment, Inc. is to educate a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum. The Academy will improve student achievement via a curriculum which:

- Recognizes the important link between technology and the environment
- Promotes higher order thinking skills – critical thinking, problem-solving, and decision-making
- Motivates students by offering a real -world context for learning
- Engages learners in investigative, hands-on/minds-on, student-centered, and cooperative activities between industry and environmental groups
- Advances educational reform goals
- Correlates to state and national academic standards
- Considers the environment in its totality, i.e., the co-existence of business and the environment
- Promotes continuous lifelong learning

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**School Information**

DeKalb Agriculture Technology & Environment  
1492 Kelton Drive.  
Stone Mountain, Georgia 30083  
(678) 999-9290 Main Office  
(678) 999-9294 Fax  
www.dekalbacademy.org  
Maury Wills, Ed. D., *Headmaster/C.E.O.*

**The Board of Directors**

The Board of Directors initially in existence is as follows:

- Post 1: PTO: Dominique Carreker
- Post 2: 3 Year: Environmental: Scott Barrino
- Post 3: 3 Year: Education: Ida Love
- Post 4: 3 Year: Technology: Anthony James
- Post 5: 3 Year: Joe Ani
- Post 6: 3 Year: Darold Honore'
- Post 7: 3 Year: Vacant
- Post 8: 3 Year: Stefani Carter
- Post 9: 3 Year: George Jones

\*Members and Post are subject to change.

**Tentative Board Meeting Schedule**

D.A.T.E. Board of Directors' meetings start at 6:30 p.m. at the school's location with dates advertised on school's website and the DeKalb Legal Donor. Generally, Board meeting dates are the fourth Tuesday of each month. DeKalb Agriculture of Technology and Environment encourage community input and participation at each board meeting.

**Hours of Operation**

- Before Care: ..... 6:30 a.m. – 7:15 a.m.
- After Care: ..... 3:15 p.m. – 6:30 p.m.
- School Hrs: ..... 7:45 a.m. – Elementary 2:45 p.m. / Middle Grades 2:45 p.m.

**Important Numbers**

- General Information..... (678) 999-9290
- Fax Number... ..(678) 999-9294
- PTO.....(678) 999-9290 ext 139
- Library.....(678) 999-9290 ext 143
- Counselors Office.....(678) 999-9290 ext 153
- Admissions Office.....(678) 999-9290 ext 144
- Elementary Principal.....(678) 999-9290 ext 151
- Middle School Principal.....(678) 999-9290 ext 148
- Director of Student Services .....(678) 999-9290 ext 149
- Chief Academic Officer.....(678) 999-9290 ext 114

DeKalb Agriculture of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

**DEKALB COUNTY SCHOOL DISTRICT | 2020-2021 CALENDAR**

Approved by the Board of Education on July 24, 2020  
 (179 Days-Students/ 185 Days + 4 Professional Development Institute Days-Teachers)

**4** Independence Day

JULY '20						
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 '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						

**1** Winter Break  
**13** Last Day of 1<sup>st</sup> Semester  
**14** Post/Pre-Planning Day  
**15** Professional Development Institute  
**18** Dr. M. L. King, Jr. Day  
**19** First Day of 2<sup>nd</sup> Semester

17 Instructional Days

**5-7** Professional Development Institute  
**10-14** Pre-Planning Days  
**17** First Day of School  
**17-18** Early Release Day

11 Instructional Days

AUGUST '20						
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 '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						

**15** Presidents' Day

19 Instructional Days

**7** Labor Day

21 Instructional Days

SEPTEMBER '20						
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 '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			

**12** Early Release Day  
 Digital Learning Teacher Workday

23 Instructional Days

**12** Columbus Day

21 Instructional Days

OCTOBER '20						
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 '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	

**5-9** Spring Break

17 Instructional Days

**3** Early Release Day  
 Digital Learning Teacher Workday

**23-27** Thanksgiving Break

16 Instructional Days

NOVEMBER '20						
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 '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					

**27** Early Release Day  
 Post Planning Day  
**28** Last Day of School  
 Early Release Day  
 Post Planning Day

**31** Memorial Day

20 Instructional Days

**21-31** Winter Break

14 Instructional Days

**83** Instructional Days  
**88** 10-Month Contract Days  
**3** 10-Month Professional Development Institute Days

DECEMBER '20						
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 '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			

First/Last Day of Semester  
 Holiday/Break (School Closed)  
 Teachers' Workday/  
 Professional Development Day  
 (School Closed)  
 Students and Teachers  
 Participate in Digital Learning  
 Early Release Day

**96** Instructional Days  
**97** 10-Month Contract Days  
**1** 10-Month Professional Development Institute Day

Note: The 2020-2021 school calendar includes an official work schedule reduction in contracted days for 10-month employees.

*Acceptable Use Policy for Internet and Electronic Media*

Students may have access to the Internet for purposes directly related to the instructional program. Any student in third grade or below who uses the Internet shall have direct teacher supervision. Parents of students in fourth grade and above who do not want their children to use the Internet without direct teacher supervision shall make that request in writing to the school. In compliance with the Children's Privacy Act of 2000, the school system shall have in continuous operation a technology protection measure as defined in the Children's Privacy Act of 2000. Employee's, parents, and students are responsible for his/her actions and activities involving school unit computers, network, and Internet services, and for his/her computer files, passwords, and accounts. General examples of unacceptable uses that are prohibited include, but are not limited to, the following:

1. Any use that is illegal or in violation of other Board of Education policies, including harassing, discriminatory, or threatening communications and behavior; violations of copyright laws, etc.;
2. Any use involving materials that are obscene, pornographic, sexually explicit, or sexually suggestive.
3. Any inappropriate communications with students or minors;
4. Any use for private financial gain, or commercial advertising or solicitation purposes;
5. Any use as a forum for communicating by e-mail or other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school sponsored organization; to solicit membership in or support of any non-school sponsored organization; or to raise funds for any non-school sponsored purpose, whether profit or non-profit. No employee, parent, or students shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes.
6. Any communication that represents personal views as those of the school or any school unit or that could be misinterpreted as such;
7. Downloading or loading software or applications without permission of the Technology Department
8. Opening and forwarding any e-mail attachments (executable files) from unknown sources and/or that may contain viruses;
9. Sending or facilitating mass e-mails to school users or outside parties for school or non-school purposes without permission of the CEO or Administrator;
10. Any malicious use or disruption of the school system's computers, networks, and Internet services or breach of security features;
11. Any misuse or damage to the school system's computer equipment;

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DeKalb Agriculture of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

*Acceptable Use Policy for Internet and Electronic Media*

12. Any use that is illegal or in violation of other Board of Education policies, including harassing, discriminatory, or threatening communications and behavior; violations of copyright laws, etc.;
13. Any use involving materials that are obscene, pornographic, sexually explicit, or sexually suggestive.
14. Any inappropriate communications with students or minors;
15. Any use for private financial gain, or commercial advertising or solicitation purposes;
16. Any use as a forum for communicating by e-mail or other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school sponsored organization; to solicit membership in or support of any non-school sponsored organization; or to raise funds for any non-school sponsored purpose, whether profit or non-profit. No employee, parent, or students shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes.
17. Any communication that represents personal views as those of the school or any school unit or that could be misinterpreted as such;
18. Downloading or loading software or applications without permission of the Technology Department
19. Opening and forwarding any e-mail attachments (executable files) from unknown sources and/or that may contain viruses;
20. Sending or facilitating mass e-mails to school users or outside parties for school or non-school purposes without permission of the Headmaster or Administrator;
21. Any malicious use or disruption of the school system's computers, networks, and Internet services or breach of security features;
22. Any misuse or damage to the school system's computer equipment;
23. Misuse of computer passwords or accounts, including providing personal passwords to non-school system personnel;
24. Any communications that are in violation of generally accepted rules of network etiquette and/or professional conduct;
25. Any attempt to access unauthorized sites;

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26. Using schools computers, networks, and Internet services after such access has been denied, revoked or suspended;

27. Any attempt to delete, erase, or otherwise conceal any information stored on a schools computer or network that violates these rules.

**After-School Plans**

After school plans for your child should be made at the beginning of the school year and sent in writing to school officials. If there will be a change in your child’s daily routine, please write a note of explanation and send it to school with your child in the morning. Please do not send an e-mail. In the case of an emergency change in plans, please call the school office by noon.

**Before- School/After-School Care**

D.A.T.E. offers an after-school program. The faculty and staff to student ratio is 1 to 15 (grades K through 8). Since youth have individual needs; the program is flexible though structured. The before school and after-school program allows youth to develop and engage in concrete human relationships through creative activities, interaction with peers and staff, and responsibilities through choice. The programs are hands-on, student driven, and activity-based, giving the youth a variety of choices at various levels. The fees for before and after school care are as follows. Payments are due prior to services rendered on Friday. The before school care will start at 6:30 a.m. and it will be available based on the needs of the parents. The after-school care will take place between the hours of 3:15 p.m. to 6:30 p.m. These fees associated with before school care and after school care will be strictly enforced. If payments are not made at the beginning of the week, your child can’t remain in the program. The fees for the before school care and after school care are listed below:

- Morning Session 6:30a.m. - 7:15 a.m. ....\$55.00 weekly**
- Afternoon Session 3:30 p.m. - 6:30 p.m. .... \$75.00 weekly**
- Combined Sessions..... \$85.00 weekly**
  
- Each Additional Sibling... ..\$10.00 weekly**

## **Breakfast/Lunch**

### ***Breakfast***

We are excited to announce that effective for the 2020-2021 school year, D.A.T.E. will participate in the Breakfast Program. Please be assured that this program will not interfere with students' classroom instruction time but improve academic achievement.

It is our hope that offering breakfast will dramatically increase the percentage of students who eat breakfast. Research shows that hungry children do not effectively learn. In addition, research has proven that students who participate in the School Breakfast Program perform better academically and have better school attendance. Moreover, their dietary intake is greater than that of non-participating students. The breakfast will be \$1.90 per day.

The Breakfast Program is another way to enhance children's health and improve their overall academic achievement. Students may report to the cafeteria upon drop off at 7:15AM. Breakfast will not be available after 7:30AM.

**If you have any questions, please contact Ms. Caddell ([bcaddell@dateacademy.org](mailto:bcaddell@dateacademy.org)).**

### **Lunch**

The school will contract with an outside agency for all student lunches. Students who qualify will have the opportunity for assistance in school meal program. The school meal application must be completed for students to be eligible for free or reduced priced lunch. Menus are sent home at the beginning of each month, and all students are encouraged to participate in a highly nutritious lunch. In addition, students should not bring soft drinks to school. Parents will not be permitted to drop off lunches to be delivered to students after their lunch period. Students may pay for meals monthly/bi-weekly/daily. The school is not responsible for student lunches. All payments are to be to the lunch vendor directly by the parent and contact vendor with any discrepancies. Any student behavior in the cafeteria that is not appropriate and consistent with school rules and expectations may result in suspension from the academy. (Example: throwing food, stealing food, horseplay, not following directions, etc.)

### **Candy, Gum, Trading Cards, and Toys**

***Students are not allowed to bring candy, gum, trading cards, or toys to school.***

### **Character Education**

DeKalb Agriculture Technology & Environment, Inc. will utilize the Social Emotional Learning program daily. In the program it will instill social-emotional skills for social success and academic readiness. For K-5, activities in these skills will consist of making friends, managing emotions, and solving problems. For 6-8, students will become better prepared to navigate adolescence with communication, coping, and decision-making skills.

### **Discipline Plan**

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

## **D.A.T.E. Discipline Policy**

### **Conduct**

The Board of Directors of DeKalb Agriculture Technology & Environment, Inc. believes that the conduct of students attending the academy must establish an educational climate conducive to the furtherance of educational opportunities for youth and the promotion of learning. To assure this aim, the people of the state have empowered local boards of education to regulate student conduct.

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

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

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

### **D. A. T. E. Progressive Discipline Plan**

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

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

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

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

### **Disciplinary procedures**

The basic intent of the Code of Student Conduct is embodied in the principle that the appropriate reaction to a disciplinary problem or incident is one that reasonably holds promise of resolving the problem. The concept of discipline is to cause a positive behavioral change by the application of consequences for negative behavior. In this way, the correction of misconduct becomes part of the learning experience rather than the exacting of retribution or vengeance. DeKalb Agriculture Technology & Environment, Inc. students range from ages 5 to 13, and consequences for unacceptable behavior vary dramatically according to the age and the developmental level of the student involved.

#### **A. Verbal Warning**

For the first offense, the staff member will give the student a verbal reprimand, or take other appropriate action.

#### **B. Phone Call/Conferencing**

For the second offense, the staff member will contact the parents of the student's unacceptable behavior. The staff may also administer a consequence.

#### **C. Detention**

For the third offense, the Headmaster, Principal, Assistant Principal, Student Services Administrator or a teacher may choose to assign after-school detention to students who are guilty of persistent minor disciplinary infractions. Parents must be made aware of the assignment of detention prior to its being held.

#### **D. Referral**

For the fourth offense, the student will be referred to the Student Services Administrator. The Student Service Administrator will administer a consequence ranging from re-focus, In-School Suspension, Out of School Suspension, etc.

#### **E. Refocus**

The administrator will have the option of sending student to an assigned area outside of the classroom for re-focus. These would be students who may become a distraction or disruption to the instructional process due to behavior or emotional concerns, during this re-focus time that student will have the opportunity to:

- 1: Identify and re-focus their negative actions into positive actions.
- 2: Speak with appropriate personnel that can provide that student with minor counseling and redirection.
- 3: Make the necessary changes in order to return to the mainstream classroom setting.

For elementary school students, there is a three-visit limit a student can be assigned to re-focus in a

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grading period, and students who exceed this number for behavioral concerns will be suspended out of school. This will prevent students from trying to go to re-focus to simply get out of class. For middle school students, the first time the student will be in refocus for one day. The second time the student is sent the student will be in refocus for two days. The third time the student is sent, the student will be refocus for three days. The fourth time the student is sent, the student will be suspended out of school.

#### **F. In-school suspension**

The student is required to complete class work while supervised in a separate area away from the regular classrooms. In-school suspension is assigned by the Headmaster, Principal, Assistant Principal, Student Services Administrator. The student's parents are informed of the infraction and of the in-school suspension by the school administration.

#### **G. Short-term suspension (out-of-school)**

In more serious cases of misconduct or if the misbehavior persists, the Headmaster, Principal, Assistant Principal, Student Services Administrator may suspend a student from school for a period of up to 10 days.

While serving an out-of-school suspension, the student may not be on school property or participate in any school activity. The suspension is normally terminated by the school administration at the conclusion of a successful conference with the student and the student's parents.

#### **H. Long-term suspension (out-of-school)**

In cases involving cases of chronic misconduct that the efforts of the school and parents have not been able to change a Formal Evidentiary hearing is then scheduled, consistent with state law and Board of Education policy and procedures, and the suspension may be extended for more than 10 days. The student may complete make-up work during an extended suspension, if feasible. Students are given an opportunity to make up class work upon returning to school at the conclusion of any suspension prior to the end of the school year.

#### **I. Expulsion from school**

Expulsion is the total and complete removal of a student from the services provided by DeKalb Agriculture Technology & Environment, Inc. Charter School for a period of up to one calendar year or longer.

#### **J. Referral to the legal authorities**

When an individual carries out some act or behavior that may be a violation of civil or criminal law, DeKalb Agriculture Technology & Environment, Inc. Charter School may inform the legal authorities.

### **Consequences for Misbehaviors**

#### **Examples of Behavior**

##### **Type A Behaviors**

Violation of classroom rules  
Unauthorized food, gum, etc  
Littering

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Refocus Sheet

- In-Unauthorized area or no hall passes
- Discussion with student
- Disrespect to fellow students
- Behavior is recorded on student's discipline card
- Inappropriate items (CD player, toys, cards, etc.)
- Failure to line up when bell rings
- Failure to keep hands & feet to self

**Step 1 Consequence**

- Verbal Warning
- Discussion with student
- Behavior Log
- Communication Log

**Examples of Behavior**

**Type B Behaviors**

- Repeated violations of Type A Behaviors
- Lying, cheating
- Frequent tardies
- Chronic disruption of class
- Throwing food in cafeteria
- Possible restriction of privileges
- Display of gang writings, symbols, etc.
- Unacceptable language
- Continually unprepared for class
- Rough Play (wrestling, etc.)
- Excessive physical contact
- Failure to serve detention
- Dress code violations

**Step 2 Consequences**

- Sign Behavior Log
- Teacher assigned detention
- Restriction of activities/privileges
- Refocus room
- One to ten day ISS
- \*2 entries per week = teacher calls or email parent
- (Possible referral to Administrator)

**Examples of Behavior**

**Type C Behaviors**

- Repeated violations of Type B Behaviors
- Cause or threaten to cause bodily injury to another (fighting)
- Possession of a dangerous item (explosive, lighter, etc.)

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DeKalb Agriculture of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Possession of tobacco or smoking  
Damage to school or private property  
Profanity, obscene language or gestures toward student or staff  
Disrespect/impertinence/defiance to authority  
Extortion  
Possible Behavior Contract  
Lewd, indecent, offensive conduct/sexual harassment  
Possible Referral to Neighborhood School  
Stealing/Possession of stolen property  
Dress code violations

### **Step 3 Consequences**

Sign Behavior Log  
One to ten day ISS or OSS suspensions  
Parent Conference required  
Parent Notification by Administrator  
Restriction of activities/privileges  
Disciplinary Referral

### **Examples of Behavior**

#### **Type D Behaviors**

Repeated violations of Type C Behaviors  
Possession/furnish of any controlled substance or alcohol  
Under the influence of a controlled substance  
Possession/furnish a weapon (knife, firearm replica, etc.)  
Brandishing a weapon/knife at another person  
Arson/Robbery  
Chronic defiance not modified by previous progressive discipline  
Assault/battery upon any school employee  
Dress code violations

### **Step 4 Possible Consequences**

Sign Behavior Log  
Parent Notification by Administrator  
One to ten day OSS suspensions  
Possible expulsion  
Referral to Law enforcement  
Restriction of activities/privileges  
Referral to Neighborhood School

### **Grounds for Suspension or Expulsion**

A pupil may not be suspended from the academy or recommended for expulsion, unless the Headmaster or Student Services Administrator of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of Education Code subdivisions.

#### **Fighting/Assault/ Battery**

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

**FIGHTING WILL NOT BE TOLERATED AT DEKALB AGRICULTURE OF TECHNOLOGY & ENVIRONMENT**

**Code of Conduct**

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

**Teacher Authority**

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

The teacher must file a previous report with the Headmaster or Headmaster's designee pursuant to Code Section 20-2-737. Removal of a student can also occur if the teacher determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher.

**Reporting of Discipline Data**

The Georgia Department of Education (DOE) requires that all Georgia public schools file annual reports with the Georgia DOE which include the age, gender, grade, race, free / reduced lunch status, and the number of students subject to the type of disciplinary or placement action in which a student was assigned to in school suspension, suspended for a period of ten days or less, suspended for a period of more than ten days but not beyond the current school quarter /semester, expelled beyond the current school quarter/semester but not permanently expelled, permanently expelled, placed in an alternative education setting, suspended from riding the school bus, corporal punishment (not at DeKalb Agriculture of Technology & Environment), and removal from class as a result of Code Section 20-2-738 (Teacher Authority). Alternative School funding formula involves the Georgia DOE providing grants to local school systems for alternative education programs and requires local school systems to establish certain alternative education programs.

**Drug-Free Schools**

DeKalb Agriculture Technology & Environment, Inc. has a drug-free schools program that includes age-appropriate, developmentally based drug and alcohol education and prevention programs for all students at all grade levels. Mandated and funded by the Drug-Free Schools and Communities Act of 1986, the program is coordinated by a school counselor. Information about alcohol and drug treatment services in the community is available for students and their families.

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### **Early Dismissal**

We do not encourage parents to pick up their students before the end of the school day. A staff member will notify the teacher to dismiss your child. No student will be able to be dismissed after 2:00 p.m. Parent must pick up his/her own child or let the school know about other arrangements. We are concerned for the safety of our students. Please understand that we are very careful about this procedure.

### **Emergency Dismissal**

DeKalb Agriculture Technology & Environment, Inc. is a part of DeKalb County School System. For school closing information about our schools, tune into the following radio or TV stations: WGST (640 AM, 105.7 FM), WSB (750 AM 98.5 FM), WSTR (94.1 FM), WAGA (channel 5), WGCL (channel 46), WSB (channel 2), or WXIA (channel 11). Listen for DeKalb County Schools.

In case of an emergency early dismissal, no child will be left without a place to go. An adult will stay at school or an announced designated location until arrangements are made for all students.

If you as a parent want to make specific arrangements with your child, neighbors, and friends and want to notify the school of these arrangements, please call the school, stating what your child is to do if you are not home. The school cannot call all parents. Please tell your child and the school where he/she is to go in case of an early dismissal before an emergency arises. In the case of emergency situations, please do not call the school if at all possible. Lines should be clear. However, if you have a change of plans or find it necessary to call for any other reason, please call and leave a message. Please instruct your children that if they go to someone else's house, they should keep calling you at a designated number until they reach you.

### **Emergency Drill**

In each classroom are posted charts that indicate the exits and safe areas to be used for fire drill and tornado drills. A fire drill is held twice in the first month of school and then once every month thereafter. Students are expected to file out of the building in an orderly manner without talking or running. Classes will remain on the grounds until the "all clear" signal. All schools participate in the state-wide tornado drill, and each school has a safety plan for other emergencies.

### **Equity Information**

DeKalb Agriculture Technology & Environment, Inc. is committed to a safe and healthy school environment for students and staff. Intimidation, harassment, persecution, or any other improper form of discrimination is not acceptable. In the event that anyone feels his/her rights have been violated, he/she is entitled to appropriate due process procedures without any form of retaliation. The school system shall not discriminate on the basis of gender in its athletic programs.

## Special Education

The DeKalb Agriculture Technology & Environment, Inc. 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. A student or youth from 5 through 12 years of age is considered to have a disability under the Individuals with Disabilities Education Act (IDEA) if the student or youth meets the eligibility criteria in any of the 12 program areas: autism, deaf/blind, emotional and behavioral disorder, deaf/hard of hearing, intellectual disability, orthopedic impairment, other health impairment, significant developmental delay (ages 3-5), specific learning disability, speech-language impairment, traumatic brain injury, and visual impairment.

## Early Intervention Program

The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to review each grade level performance in the shortest possible time. EIP models include: Augmented – The augmented model incorporates EIP services into the regular group class size by providing an additional early childhood certified teacher to reduce the teacher/pupil ratio while providing EIP services. Reduced Class Model – This model allows for the combination of EIP students with regular education students in smaller classes.

## Excuses/Absences and Tardies-Unexcused

A student who is absent from school for an entire day or for one or more class periods shall bring a signed note from his/her parent/guardian explaining the reason(s) for the absence. The Student Services Administrator or his/her designee shall determine whether or not absences will be excused or unexcused according to state guidelines. An absence shall be designated unexcused if it cannot be validated according to state guidelines in a timely manner as designated by local school procedures. When unexcused absences exceed twenty days during the school year at the elementary level, the student may be retained. Such decisions may be appealed to the Headmaster or his/her designee. Students who are habitually tardy may receive **In School Suspension, Out of School Suspension**, and referral to home school. Students must be in school by 7:45 a.m. Students are considered late after 8:00 a.m. Students who do not adhere to consequences of excessive tardiness according to DeKalb Student Code of Conduct will be withdrawn from the academy. Note: Student's arriving to school after 8:00am, must be signed in by a parent of guardian.

## Absences

### UNEXCUSED ABSENCES AND/OR TRUANCY

Lawful absences are defined by Georgia Law as follows: personal illness; serious illness or death in the family; religious holiday; instances which attendance could be hazardous as determined by the DeKalb County School System; registering to vote/voting in a public election; service as a Page in the legislature. Georgia law provides up to five (5) days excused absences for students whose parents are in the armed forces who are called to duty or home on leave from overseas deployment in a combat zone. **Students 15-**

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*17 years of age are reminded that excessive unexcused absences could result in suspension of their ability to operate a motor vehicle under the Teenage and Adult Driver Responsibility Act (see page 16).*

**NOTE: STATE LAW**

*State law indicates that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A 20-2-690.1[a]) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than \$25.00 and not greater than \$100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense (O.C.G.A. § 20-2-690.1[c]).*

**The following apply to all unexcused absences:**

<b>Number of Unexcused Absences</b>	<b>School Action Per Occurrence</b>
1 – 2	School notifies the parent of absence.
3 – 5	School notifies the parent of absence and refers student to the counselor or 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 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, DFACS, or other agency.

**Tardies**

A child coming in tardy must report to the office or designated area to be signed in before going to class. No student who has been tardy is eligible for the perfect attendance award.

**Chronic Tardies Consequences**

Repeated late to school, class, or to a school activity.

*The following apply to all unexcused tardies:*

<b>Number of Tardies</b>	<b>Consequences Per Occurrence</b>
1 - 2	Student receives a warning. Teacher or school official is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence pending a local formal hearing. Parent contacted and referral to counselor and social worker. Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence.

**Gifted Program**

The DeKalb Agriculture Technology & Environment, Inc. recognizes the need to provide every student with an education based on individual needs. Under Georgia Board of Education (GBOE) rule 160-4-2-.38, a gifted student is one who “demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or ancillary services to achieve at levels commensurate with his or her abilities.”

**Purposes of Gifted Program**

Our screening procedures follow DCSD : [www.dekalbschools.org/gifted-and-highacheivers-](http://www.dekalbschools.org/gifted-and-highacheivers-)

**Delivery Models**

*Targeting academic progress:*

**Grades K-5** Cluster group Small group of identified gifted students placed as a group in a regular classroom

Served by a teacher with gifted endorsement

High achieving students will also be served

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*Collaborative Teaching*

Direct instruction may be provided by a regular classroom teacher

Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist

**Middle School**

Advanced content classes

Homogeneously grouped on the basis of achievement in a core academic area

May include high achieving students not identified as gifted

Cluster group Small group of identified gifted students placed as a group in a regular classroom

Served by a teacher with gifted endorsement

May include high achieving students

Connections class Provide students with opportunities to engage in work that develops target skills and results in creative products

**Grades K-1** In - class instruction provides students opportunities to develop creative thinking, critical thinking, and organizational skills

**Grades 2-5** Resource Identified gifted students only

Limited class size

Teacher must have gifted endorsement

Interdisciplinary enrichment that provides students with opportunities to engage in work that develops target skills and results in creative products

**In-School Suspension Program**

As mandated by the Georgia Board of Education and the Quality Basic Education Act (QBE), the DeKalb Agriculture Technology & Environment, Inc. has an in-school suspension program (ISS) for the entire school. ISS information, including policies and rules governing student behavior at the Academy and is distributed annually to all students, parents, guardians, and employees. Students may receive ISS placement due to behavior/discipline incidents.

**Curriculum and Instruction**

The curriculum, instruction and assessment initiatives are aligned with those of the State of Georgia and enhanced to include our unique instructional focus on technology integration and environmental sustainability. It is our mission to prepare learners who are equipped with the competencies that exceed the expectations for 21st Century college and career readiness.

Our core instructional programs seek to provide systematic and meaningful support as the Academy employees live out the mission statement:

“... to education a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum. The school will improve student achievement via a curriculum which:

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- Recognize the important link between technology and the environment;
- Promotes higher order thinking skills (critical thinking, problem-solving and decision making);
- Motivates students by offering a real-world context for learning;
- Engages learners in investigative, hand-on/minds-on, student-centered and cooperative activities between industry and environmental groups;
- Advances educational reform goals; and
- Correlates to State and National academic standards.”

The DeKalb Agriculture of Technology and Environment Charter Schools provide instruction to students in kindergarten through eighth grade. Technology instruction is based on the International Society for Technology in Education. The Georgia Standards of Excellence (GSE) and the Next Generation Science Standards (NGSS) are used to maintain rigorous instruction, ensure maximized performance on local and state assessments and produce learners who are prepared for advanced secondary education and the workplace.

### Lockers

All students will be assigned a locker to use for use to store book bags and other educational materials. Students are to leave book bags in assigned lockers. **Book bags are not permitted in the classroom in grades 1<sup>st</sup>- 8<sup>th</sup>.** DeKalb Agriculture Technology & Environment, Inc. is dedicated to providing weapon-free, violence-free, and drug-free schools. Consequently, school personnel may at any time conduct searches of lockers, desks, tables, other school furniture or equipment. Searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors. Also, the school may use K-9 Units to check lockers, desks, tables, and/or vehicles. Lockers, when available, are provided to students for proper use, as are student desks and tables. Items brought to school or those stored in lockers or placed in desks or on tables are not insured for reimbursement by the school. School lockers, desks, and tables are the property of the DeKalb Agriculture of Technology & Environment. Periodic inspections of lockers, desks, or tables may be conducted by school personnel for any reason, at any time, without notice and without student or parent consent.

### Locker rooms and Restrooms

All offenses enumerated in this Code of Student Conduct apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator. **No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms or restrooms. Any inappropriate behavior in locker room or restroom will result in ISS or OSS.**

### Media Center

The media center is open daily for student use. Materials checked out are the responsibility of the student and must be paid for if damaged or lost. Reference books are to be used in the media center.

### Non-Discrimination Policy

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## Parent Involvement

DeKalb Agriculture Technology & Environment, Inc. believes that parents are their child's first teacher. Parents are required to be as much a part of their child's education as possible. Opportunities for involvement may include the parent/teacher organizations at the academy. Parents are required to commit to 20 hours per month either at the school or away from the school. This participation will be regulated and monitored by the parent liaison or volunteer. A Parent Liaison is available to work with parents individually and to provide parent programs. Parents are encouraged to request conferences regarding their child's progress in school. Conferences can be arranged at the request of the parent, the teacher, Student Services Administrator, Principal, or the Headmaster. Please call the school office to set up an appointment with the teacher, or administrator.

## Partners of the Academy

Partners of the Academy are a joint effort between the academy, local businesses, and community churches. The goals of the program are to motivate young people, to recognize and encourage teachers, to strengthen school and community relationships, and to meet partner needs. The academy is asked to assess their needs, which are then linked to partner resources. Business partners make formal agreements to support a single school or the entire academy. Representatives from the partners are invited to meetings to share ideas, plan joint programs, and hear about new programs and projects in the schools.

## Photography/Audio/Video & Website Consent

DeKalb Agriculture Technology & Environment, Inc. will not use identifiable pictures of students in print publications or on the district web site unless signed consent forms are on file. Students may be audio/visually recorded for purpose of school publications, projects, advertising or other school/educational/investigative needs.

## Possession of Controlled Substances

The unlawful possession, use, or distribution of illicit drugs and/or alcohol on school premises or as part of any school's activities is clearly prohibited. Any student in violation of any of these standards of conduct may be subject to disciplinary sanctions consistent with local, state, and federal law, up to and including expulsion by the board of education and referral for prosecution. Additionally, a disciplinary sanction may include the completion of appropriate drug or alcohol abuse assistance programs at the expense of the student or parent/guardian. A person is deemed to be in possession when the item in question is found on the person while at school or at any school event, on or off campus; while the individual is in route to or from school; or if the item is found in the individual's locker, backpack, vehicle, or with his/her other personal belongings. No student shall be permitted to possess or to use tobacco products in any form while on school property or at school sponsored activities or functions. Law prohibits the use of tobacco products by any person under the age of 18. Any student who violates this law is subject to suspension and criminal consequences. DeKalb Agriculture Technology & Environment, Inc. is a smoke-free environment. Smoking is not permitted on school property. **NO EXCEPTIONS**

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## **Possession of a Weapon**

The possession, use, handling, supplying, threatening to use, or transmitting of any weapon or any other instrument capable of inflicting bodily injury as a weapon is a violation of school policy and state law. The term “weapons” or “instruments” shall include but not be limited to the following: any loaded or unloaded firearm (e.g., pistol, blank pistol, signal pistol, revolver, rifle, shotgun, BB gun, look-alike firearms, toy weapons etc.); any knife of any size; any razor; any defensive device (e.g., gas repellent, mace, chemical sprays, etc.); any “martial arts” device (e.g., Chinese star, nunchauku, dart, etc.); or any instrument which may be used as an offensive weapon. This shall include, but not be limited to, blackjacks, chains, pipes, metal knuckles, etc. A student shall not supply, possess, handle, use, threaten to use, or transmit any explosive device that releases a spray gas, fire, smoke, etc.

A student is deemed to be in possession of an illegal item at school when such item is found on the person, in his/her locker or book bag, in a student’s vehicle on school property, on a school bus, or at a school event at or away from school or while the student is on the way to and from school. Violation of these policies shall be reported to the Headmaster or appropriate administrator and may result in suspension from school along with a Due Process Hearing, which may result in expulsion. Illegal items will be confiscated and turned over to the police. The police may be contacted, and the student may be arrested.

## **Promotion**

Promotion, placement, or retention will be based on the academic achievement of a student on the state-mandated tests and/or criteria established by the local board of education

## **Registration of New Students**

When registering students new to DeKalb Agriculture Technology & Environment, Inc. the following documentation is required: certified birth certificate; social security card; Georgia state immunization form (3231); Georgia state hearing, vision, and dental screening form (3300); discipline records from former schools; picture ID of parent or guardian; local enrollment form; guardianship papers (if applicable); verification of residency; and a signed affidavit about validity of residency. A check or a driver’s license is not adequate proof of residence. At the time of student registration, the school system requests a social security number from each student. The number is to be used as a student identification number and for no other reason without written permission from the parent/guardian. (DeKalb County School District Board Policy JBC: Student Admissions)

## **Reports on Student Progress**

A formal report of student progress is communicated with parents eight times a year or four times each semester. A student must be present 20 days in order to receive a progress report. Progress reports will also be provided via the DCSD Infinite Campus Parent Portal or by paper format.

## Responsibility for Property

Students are personally responsible for textbooks, library books, instructional materials, technology equipment, and student desks assigned to them. The individual must pay for any damage to such items. Prices will be determined by the current cost to replace the item. DeKalb Agriculture Technology & Environment, Inc. and staff is not responsible for items brought to school by students. Furthermore, DeKalb Agriculture Technology & Environment, Inc. and staff cannot be held liable for damages related to student's personal property. DeKalb Agriculture Technology & Environment, Inc. is not responsible for loss/stolen personal property. The school, however, will do all in its power to recover any items stolen and punish any guilty persons involved.

## First Aid / Illnesses

Any illness or injury must be reported to the school nurse. Children are checked into the nurses' office and triaged for the most appropriate care. Medications, including over the counter preparations, can be administered to students only with parental permission. Prescription drugs need to be in the original container with the name of the student, the prescribing health care provider, and the pharmacy filling the prescription. A student in the fourth grade or above who has asthma and written permission from his/her parent/guardian may possess and/or self-administer a prescribed inhaler while in school, at a school-sponsored activity, while under the supervision of school personnel, or while in before-school or after-school care on school-operated property.

## Health Requirements

Each student entering the school system for the first time, regardless of grade level, must present a Department of Human Resources hearing, vision, and dental screening certificate (DHR Form 3300). This form must be updated every two years. Effective August 1, 2000, Georgia has new immunization requirements - and a new form - for child care attendance and school entry. There is now only **one immunization certificate** for children of all ages: **Form 3231**, "Georgia Department of Human Resources Certificate of Immunization." This form is available from the county board of health or from a medical provider. The following immunizations are now required for school entry of all student:  
2 Varicella vaccines (chicken pox) or proof of disease  
Hepatitis B vaccine

Two doses of MMR

## School Hours

School hours for grades K-8 are from 7:45 a.m. to elementary 2:45 p.m. & middle grades 2:45. In addition, students are considered tardy after 8:00 a.m.

All students are expected to be on time. Promptness is important to a child's success in school. Excessive tardiness will result in I.S.S., O.S.S., and removal from the academy.

## **School Safety Zones**

School safety zones are established within 1,000 feet of all schools. It is unlawful for any person, unless authorized by law under certain circumstances, to carry any weapon or explosive compound within a school safety zone or at a school building, school function, or school property or on a bus furnished by the school. If any person is in violation of this law, proper authorities will be called immediately to have the person removed from the premises. Disruption of or interference with the operation of a public school shall be considered a misdemeanor. It is unlawful for any person to remain within the school zone when that person does not have a legitimate cause or need to be there. Failure to leave the premises when requested is grounds for a charge of a misdemeanor. This also applies to members of the press.

## **School Counselor**

The Academy's school counselor is part of the interdisciplinary team that is focused on ensuring that students reach their maximum potential within the school environment.

The Academy's counselor advocates for students and families. The counselor supports students and staff by providing consultation with parents, individual and/or small group counseling, crisis intervention, preventative education through whole classroom guidance, and may serve as members of the student support. In addition, they provide support for the Safe and Drug Free Schools program, conflict resolution, Social Emotional Learning, Good Touch-Bad Touch, the abstinence education program, 8<sup>th</sup> grade transition to high school, and the Anchor Program for homeless families.

## **Special Education (see section entitled Exceptional Students) SST**

The Student Support Team (SST) provides a forum for planning and implementing modifications to the regular education program that will enable a student to make continuous progress in the school setting. The SST consists of teachers, other professionals, parents, school counselors, social workers, and, on occasion, students.

## **Student Records**

It is the policy of the DeKalb County Board of Education and DeKalb Agriculture Technology & Environment, Inc. that accurate, current, and complete student academic, attendance, and discipline records shall be maintained for each student enrolled in the DeKalb County School District and DeKalb Agriculture of Technology & Environment. Confidentiality of student records shall be preserved in compliance with the Family Educational Rights and Privacy Act ("FERPA").

Parents (custodial and non-custodial), legal guardians, and eligible students (eligible students are defined as those 18 years of age or older, those enrolled in post secondary educational institutions, or those younger than 18 who are emancipated) may inspect and review the student's education records and may request the correction of errors in the student's records. Personally identifiable information from a student's education record will not be released by the District without the prior written consent of the parent, guardian, or eligible student except under the following circumstances:

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1. School officials with legitimate educational interest, as defined by FERPA;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies;
9. State and local authorities, within a juvenile justice system, pursuant to specific State law; and
10. As otherwise allowed by federal or state law.

Additionally, directory information may be released without prior consent unless written DeKalb Agriculture Technology & Environment, Inc. to the contrary receives notice in advance, on an annual basis. The District and school has designated the following information as directory information: student's name, address, and telephone listing; date and place of birth; dates of attendance; grade level; major field of study; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational institution previously attended. This information may be used to create a student directory that will be available to students, parents, and the public. Parents/guardians will be given the opportunity to opt out of school directories each year by providing the school with a written notice declining the release of such information.

### **Student Residency**

The Academy takes the issue of student residency very seriously. Procedures have been put in place to provide consistency in the academy. Included in these procedures are the requirements that all students provide two acceptable documents to show proof of residency and that all students reside within the DeKalb County. In addition, a DeKalb resident who has legal guardianship of a student will be asked to sign an affidavit stating that the student resides in his/her home. While the academy reserves the right to verify any information provided at any time, the Academy has begun an annual process of making (1) random checks of residency and (2) specified checks of residency for which concerns have been reported.

### **Telephone**

All students must secure permission to use the telephone. Reasonable phone requests will be granted; however, students may not use the telephone or cell phones to call parents to pick them up from school in the afternoon, to get permission to go visiting or to bring something that has been forgotten. Children do not leave the classroom to take telephone calls. Proper school officials will be glad to deliver messages if a parent needs to contact a child. Students are to abide by all cell phone/telephone guidelines as proclaimed in the Student Code of Conduct.

## Testing

The standardized testing program in the DeKalb Agriculture Technology & Environment, Inc. is designed to provide information to the staff and the community about student performance. As a result, a combination of required state and locally recommended standardized tests provides necessary information for making sound decisions about the elements of the curriculum, the best way to deliver the curriculum, and instructional modifications that might be needed to meet the needs of individual students. In assessing student performance, teachers use the results of teacher-made and publisher-designed assessments as well as their own observations to make decisions about instructional modifications, reporting progress, and eligibility for promotion from grade to grade. Parents may discuss the results of standardized tests with the grade level principal and teacher(s). Below is a listing of tests included in the standardized testing program.

### **ELEMENTARY School Standardized Testing Windows**

\* The local testing schedules have not been set. Additional Information for each assessment will be communicated at a later date as necessary.

- Grade K **GKIDs (kindergarten)**
  - *August 17, 2020 - May 11, 2021*
- Grades K -4 **MAP Assessment (Fall Universal Screener)**
  - *August 17, 2020 - September 27, 2020*
- Grades K - 4 **Gifted Formal Evaluation Assessment**
  - *October 16, 2020 - November 17, 2020*
- Grades K - 4 **MAP Assessment (Winter Universal Screener)**
  - *December 11, 2020 - February 9, 2021*
- Grades K - 4 **ACCESS for English Language Learners (ELLs)**
  - *January 16, 2020 - March 2, 2021*
- Grades 3 - 4 **Georgia Milestone End-of-Grade (EOG)**
  - *April 10, 2021 - April 25, 2021*
- Grades K - 4 **MAP Assessment (Spring Universal Screener)**
  - *April 17, 2021 - May 24, 2021*
- Grades 3 **Georgia Milestone End-of-Grade (EOG) Retest**
  - *June 25, 2021 - June 27, 2021*

### **Middle School Standardized Testing Windows**

\* The local testing schedules have not been set. Additional Information for each assessment will be communicated at a later date as necessary.

- Grades 5 - 8 **MAP Assessment (Fall Universal Screener)**
  - *August 14, 2020 - September 27, 2020*
- Grades 5 - 8 **Gifted Formal Evaluation Assessment**
  - *October 16, 2020 - November 17, 2020*
- Grade 8 **PSAT 8**
  - *October 11, 2020*
- Grades 5 - 8 **MAP Assessment (Winter Universal Screener)**
  - *December 11, 2020 - February 9, 2021*

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- Grades 5 - 8                   **ACCESS for English Language Learners (ELLs)**
- *January 16, 2021 - March 2, 2021*
- Grades 5 - 8                   **Georgia Milestone End-of-Grade (EOG)**
- *April 10, 2021 - April 25, 2021*
- Grades 5 - 8                   **MAP Assessment (Spring Universal Screener)**
- *April 17, 2021 - May 24, 2021*
- Grade 8                         **Georgia Milestone End-of-Course (EOC)**
- *April 30, 2021 - May 1, 2021*
- Grades 5 and 8               **Georgia Milestone End-of-Grade (EOG) Retest**
- *June 25, 2021 - June 27, 2021*

### **Visitors in Building**

All visitors are required to report to the school office and get a pass before going to other parts of the building. Visitors and parents are not to enter the school building through any exterior doors other than the front lobby entrance after 8:00am. Parents are welcome to visit the school. Classroom visitation times can be set by calling the school's front office. Parent visitations may begin after the first two weeks of school.

### **Conferences/Visitation/Observations**

All conferences, classroom visitations, or observations by parents are to be scheduled by the Administrative Assistant or front desk receptionist. If you wish to have a conference with your child's teacher, appointments are to be scheduled with the front desk receptionist. Conferences must accompany a Conference Summary Form.

### **Charter Focus**

**Unit Benchmark Assessments:** Students in grades 1 - 8 will participate in unit assessments as indicated by the classroom teachers.

### **STEM/STEAM**

STE(A)M is an acronym for Science, Technology, Engineering, (the Arts) and Mathematics. In 2015, D.A.T.E. became certified as a STEM certified school through AdvancED. This distinguished certification recognizes the unique educational opportunities offered at our school. Through an integrated approach to teaching STE(A)M disciplines, the competencies addressed through an AdvancED endorsed STEM education include:

- A STEM school program that supports non-traditional student participation through outreach to groups often underrepresented in STEM program areas;
- Students work independently and collaboratively in an inquiry-based learning environment that encourages finding creative solutions to authentic and complex problems;
- Students who are empowered to personalize and self-direct their STEM learning experiences supported by STEM educators who facilitate their learning;
- Students use technology resources to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively; and

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- Students demonstrate their learning through performance-based assessments and express their conclusions through elaborated explanation of their thinking.

Through project-based learning, STE(A)M educators focus on real world-applications and engage students in learning experiences within the community, business and industry partners and other relevant extended day opportunities.

### **Reading/English Language Arts (ELA)**

In addition to the reading/ELA literacy curriculum outlined in the Georgia Standards of Excellence, the teachers incorporate supplemental reading and writing programs to improve students reading comprehension and Lexile development. The *Units of Study in Opinion/Argument, Information and Narrative Writing: A Common Core Workshop Curriculum, Grades K-8* (Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project) are used to improve writing skills and stamina. Leveled reading programs are also being used to meet students at their performance levels and provide opportunities for guided reading instruction to improve reading and academic performances (Fountas & Pinnell Leveled Books, Heinemann).

### **Math**

The Georgia Standards of Excellence for mathematics focuses on actively engaging students in the development of mathematical understanding by using manipulatives and a variety of representations, working independently and cooperatively to solve problems, estimating and computing efficiently, and conducting investigations and recording findings. In mathematics classrooms, students will learn to think critically in a mathematical way with an understanding that there are many different ways to a solution and sometimes more than one right answer in applied mathematics. Teachers use *MY MATH* (McGraw-Hill) K-8 instructional resources. MY Math is “customized for the way teachers teach, personalized for the way students learn and individualized to maximize student success.” These resources enhance the mathematical skills and concepts as well as builds mathematical vocabulary.

### **Science**

Science instruction is based on the Georgia Standards of Excellence as well as the Next Generation Science Standards. In addition to the frameworks for science education, the Next Generation Science Standards are incorporated in the environmental science curriculum and the core science classes. Through the crosscutting concepts (exploring connections between the four domains of science), science and engineering practices, and disciplinary core ideas, students gain the knowledge and skills that engage students in direct experiences and abstract articulation of science (*Science FUSION*, Houghton Mifflin Harcourt)

### **Social Studies**

For students in grades K - 5, social studies is taught in an instructional block with science. Through an interdisciplinary approach, the Georgia Standards of Excellence for social studies heavily uses informational texts as well as direct instruction. The social studies curriculum include historical, geographic, government/civic and economic understandings as well as map, globe and information processing skills. In the middle school, social studies will be taught in the ELA block with a reading literacy emphasis for history and social studies that encompasses key ideas and details, craft and structure, integration of knowledge and ideas and improved Lexile levels (dealing with text complexity). Social studies direct instruction will be supplemented by Georgia focused resources to complement the State standards (Houghton Mifflin Harcourt).

**Environmental Sustainability**

The environmental science content is integrated in all content areas and reinforced with the Georgia Standards of Excellence in science and the Next Generation Science Standards in the specials' course. Students learn about the natural world with partnerships with the Chattahoochee Nature Center, Gwinnett Environmental and Heritage Center, Stone Mountain Park and Georgia Piedmont Technical College and others. By allowing students to become engaged in the wonders surrounding the environment, they will also become responsible stewards of the environment and develop an appreciation for the natural world.

**Core Instructional Materials and Resources Elementary & Middle School:  
Grading Policy:**

Student grades are expected to reflect an appropriate amount of curriculum assessment. There should be a balance of grades in each category to support appropriate assignments based on units of study.

<b>Four Components</b>	<b>Sub-Categories</b>	<b>K-5</b>	<b>6-8</b>	<b>9-12</b>
<b><i>Pre-Assessments Prior to Learning (Formative Assessment)</i></b>		<b><i>0%</i></b>		
	Formal or Informal Pre-Assessments			
<b><i>Assessment During Learning</i></b>		<b><i>25%</i></b>		
	Skills Assessment (Warm-Up)			
	Quiz			
	Projects			
<b><i>Guided, Independent, or Group Practice</i></b>		<b><i>45%</i></b>		
	Classwork			
	Project or Performance			
	Homework			
<b><i>Summative Assessments or Assessment of Learning</i></b>		<b><i>30%</i></b>		
	Formal Post-Assessment Test			
	Culminating Project or Performance			
	Final or Culminating Exam			
<b><i>TOTAL</i></b>		<b><i>100%</i></b>		

**Elementary & Middle School Grading Scale: Weighted Averages**

**A = 90% – 100%**

**B = 80% - 89%**

**C = 71% - 79%**

**D = 70%**

**F = 69% and below**

**\*Students who receive Ns in Conduct for Progress Report/Report Cards will not be eligible for Principal's List and Honor Roll.**

**\*Students who receive all A's will only receive recognition for Principal's List.**

**\*Students who receive A's and B's will only receive recognition Honor Roll.**

**\*Students will not receive certificate or recognition for Achievement.**

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## GRADING PROTOCOL DEFINITIONS

**Classwork** – a student or group directed independent practice on the standards.

*Examples include:* Skills Block, Center work, Station work, textbook lessons, Framework Activities, Scavenger Hunt etc.

**Classroom Discourse** – whole-class and/or group discussions in which students talk about math to reveal a deeper level of understanding and their thinking process.

*Examples include:* Skilled Questioning, Sharing Student Work, etc.

**Composition** – a formal writing, which includes an introduction, body, and conclusion.

**Culminating Project** – a student’s demonstration of his/her academic knowledge at an expressed period of time.

**Debate/Discussion** – an organized discussion or formal exchange of opinion.

**Dressing Out** – wearing appropriate attire that allows safe and effective movement during the activity, including appropriate footwear.

**Final or Culminating Exam** – an exam administered at the end of an academic term.

**Formal Post Assessment** – a test given to students after the completion of a unit or instructional program. It is often given in conjunction with a pre-assessment to measure student achievement and the effectiveness of the program.

**Formative Assessment Lesson** – lessons for formative assessment, some focused on developing math concepts, others on non-routine problem solving.

Source: <http://map.mathshell.org>

**Graphic Organizers** – communication tool used that uses visuals to capture knowledge, concepts, skills, thoughts, ideas, and/or relationships among concepts.

**Guided Reading** – small group reading instruction, which provides differentiated teaching that supports students in developing reading proficiency.

**Homework** – an assignment given to a student to be completed outside the regular class period.

**Independent Reading** – students choose materials to read for information or enjoyment.

**Interactive Student Notebook** – a resource/tool used for class notes and recording of activities. Source: <http://interactive-notebooks.wikispaces.com/>

**Journal Prompts/Responses** – writing prompts around a topic that requires students to describe, explain, persuade, and narrate. *Examples include:* Daily Reflection, Quick Write, etc.

**Mathematical Task** – a problem or set of problems that allows students to develop or use mathematics. The task is accompanied with a scoring rubric. *Examples include:* Learning Task, Performance Task, Discovery Activities, Inquiry-based Activities, etc.

**Online Digital Resource** – tools used to create, collaborate, research, and/or practice.

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*Examples include:* US Test Prep, First In Math, Gizmos, Reflex Math, Brain Pop

**Oral participation** – actively engaged in independently speaking in the language.

*Examples include:* discussions, debates, and oral questioning/responses

**Oral Questioning** – independently question others using the second language.

**Participation** – actively engaged in the daily activity of the class.

**Personal Management** – positive compliance with classroom expectations (rules, safety, equipment, etc)

**Portfolio** – the contents of a student’s work. (Note: In world language, it is the culminating activity for each thematic unit.)

**Pre-Assessment** – a tool to evaluate the readiness of students for further study.

**Pre-Test** – preliminary test to determine a student’s baseline knowledge.

**Project** – a task or problem in school that takes place over a designated period of time.

**Protocol** – a system of rules that explain the correct conduct and procedures to be followed in formal situations.

**Quiz** – a short spoken or written assessment about a particular concept and/or skill.

*Examples include:* Online Assessment, Verbal Quiz, Written Quiz, etc.

**Rituals and Routines** – an established sequence of actions regularly followed for a specific ritual (any act or practice regularly repeated). *Examples include:* Taking Notes, Turning in Homework, Showing Work, etc.

**Skills Assessment** – a self-assessment tool that is used to determine whether the student’s have learned certain skills.

**Story Boards** – a panel or series of panels drawn or sketched using thematic language to tell a story.

**Student Portfolio** – a collection of student work that showcases student’s growth over time and/or examples of exemplary work. The student work should capture what students know and can do.

**Test** – a series of questions or problems designed to assess a specific concepts and/or skills. *Examples include:* Online Assessment, Chapter Test, Unit Test, etc.

**Timed Writing** – a timed writing focused on a prompt.

**Thumbs Up/Down** – a common hand gesture used to respond to a question posed in the classroom.

**Ticket out the Door** – a closure activity and formative assessment tool. Students are asked to describe or explain a major concept of the lesson

### **Specials**

The specials’ courses connect the learning from the core classes to more specific lessons in physical education, health, music/band, computer literacy/technology, environmental science and robotics (K-4). In addition to these connection classes, students in grades 5 - 8 will receive experience even more specialized instruction through foreign language, performing arts and career pathway courses. Courses for the career pathway include

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communications and media (grade 5); electric and solar energy (grades 6 - 8); and animation and digital media(grades 6 - 8).

**General Specials' Course Offerings (Grades 5 - 8):**

All students in grades 5 will have the opportunity to experience all exploratory specials offered at D.A.T.E. These include: **health, physical education, environmental science, computer literacy/technology, and drama.**

**Course Offerings for Pathway Program (Grades 5 - 8):**

The Program includes one of the three pathways with a 4 year track: Foreign Language, Performing Arts, and CTAE (Animation and Digital Media/Electric and Solar Energy). The pathway courses will be available on an A/B day rotation. On the day of the pathway course, students will report to that class for all four 9 weeks of the school year. On the opposite days, students will still be in a random 9 week rotation of the traditional specials' courses.

**Performing Arts Pathway:** Students previously enrolled in band have been automatically enrolled in the performing arts pathway. The band and drama instruction will emphasize students' abilities to participate in productions for the school community and other regional competitions.

**CTAE (Animation and Digital Media/Electric and Solar Energy) Pathway:**

- **Animation and Digital Media:** Students enrolled in this pathway will take the animation course during the first semester of each year. The instruction will include storyboarding, Pixel Art, 2D and 3D animation. Students will gain the ability to apply storytelling and creativity to produce their own narratives.
- **Electric and Solar Energy:** This course is offered during the second semester of each school year as a component to the environmental science curriculum. Students will learn about sustainable and green techniques through studies in electrical theory and photovoltaic systems.

**Participation Criteria**

Students in grades 5 - 8 have been placed in a pathway program based on the following criteria:

- **Performing Arts -** Rising 5th grade students signed up in 4th grade and have been scheduled for the band program during their 5th grade year. Students in grades 6 - 8 are continuing in the band program as they have previously been enrolled.
- **Career, Technical and Agricultural Education (CTAE) -** Course offered to students in 5th grade include media and communication, solar and electric energy as well as animation. All students that are not enrolled in the Performing Arts Pathway or Foreign Language Pathway are automatically enrolled in the CTAE Pathway Program.

\* All courses will offer a progressive curriculum throughout the school year and across grade levels.

The pathway program will strengthen students areas of interest and allow them to begin to focus on STEAM options in high school, college and their chosen careers. Students enroll in the pathway during the 5th grade school year and are expected to remain in the same pathway through the end of their 8th grade year.

**Specials Grading Policy**

**ELEMENTARY PASS/FAIL RUBRICS**

**Arts (Visual and Performing), Music, Physical Education/Health, and World Languages**

**Health and Physical Education K-5**

	<b>Pass (100-70)</b>	<b>Fail (69 – 0)</b>
<p><b>Assessment During Learning</b></p> <ul style="list-style-type: none"> <li>● Cooperation in activities</li> <li>● Follows directions</li> <li>● Leadership/responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Student cooperates appropriately in class activities without a reminder 70% or more of the time.</li> <li>● Student listens and follows directions 70% or more of the time.</li> <li>● Student demonstrates positive, responsible, personal and social behavior (i.e. wearing appropriate footwear) 70% or more of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student cooperates appropriately in class activities without a reminder less than 70% of the time.</li> <li>● Student listens and follows directions less than 70% of the time.</li> <li>● Student demonstrates positive, responsible, personal and social behavior (i.e. wearing appropriate footwear) less than 70% of the time.</li> </ul>
<p><b>Guided, Independent, or Group Practice</b></p> <ul style="list-style-type: none"> <li>● Respect people and equipment</li> <li>● Positive attitude</li> <li>● Rules/Safety</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates appropriate behavior to others and equipment 70% or more of the time.</li> <li>● Student exhibits a positive attitude toward task and others 70% or more of the time.</li> <li>● Student follows class safety rules and treats equipment with care 70% or more of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates appropriate behavior to others and equipment less than 70% of the time.</li> <li>● Student exhibits a positive attitude toward task and others less than 70% of the time.</li> <li>● Student follows class safety rules and treats equipment with care less than 70% of the time.</li> </ul>
<p><b>Assessments to Validate Learning</b></p> <ul style="list-style-type: none"> <li>● Observation of skills</li> <li>● Written tests</li> <li>● Accepts feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Student exhibits outstanding performance 70% or more of the time.</li> <li>● Student demonstrates content knowledge of standards 70% or more of the time.</li> <li>● Student accepts feedback from peers and teacher 70% or more of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student exhibits outstanding performance less than 70% of the time.</li> <li>● Student demonstrates content knowledge of standards less than 70% of the time.</li> <li>● Student accepts feedback from peers and teacher less than 70% of the time.</li> </ul>

**MUSIC K-5**

	<b>Pass (100-70)</b>	<b>Fail (69 – 0)</b>
<p><b>Assessment During Learning</b></p> <ul style="list-style-type: none"> <li>● Active participation</li> <li>● Active listening</li> <li>● Guided reading</li> <li>● Guided writing</li> <li>● Singing</li> <li>● Playing an instrument</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates active participation while singing, playing (instrument), speaking, reading, writing, and listening 70% or more of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates active participation while singing, playing (instrument), speaking, reading, writing, and listening less than 70% of the time.</li> </ul>
<p><b>Guided, Independent, or Group Practice</b></p> <ul style="list-style-type: none"> <li>● Active participation in learning</li> <li>● Performance of learning tasks</li> <li>● Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>● Student participates appropriately in class activities without a reminder 70% or more of the time.</li> <li>● Student performs learning tasks 70% or more of the time.                             <ul style="list-style-type: none"> <li>● Student demonstrates engagement in class activities 70% or more of the time.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Student participates appropriately in class activities less than 70% of the time.</li> <li>● Student listens and follows directions less than 70% of the time.</li> <li>● Student demonstrates engagement in class activities less than 70% of the time.</li> </ul>
<p><b>Summative Assessments to Validate Learning</b></p> <ul style="list-style-type: none"> <li>● Observation of skills</li> <li>● Active participation</li> <li>● Formative assessments</li> <li>● Summative assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Student exhibits required performance 70% or more of the time.</li> <li>● Student demonstrates content knowledge of standards 70% or more of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student exhibits required performance less than 70% of the time.</li> <li>● Student demonstrates content knowledge of standards less than 70% of the time.</li> </ul>

**Arts (Visual and Performing) K-5**

	<b>Pass (100-70)</b>	<b>Fail (69 – 0)</b>
<p><b>Assessment During Learning</b></p> <ul style="list-style-type: none"> <li>● Cooperation in activities</li> <li>● Follows directions</li> <li>● Leadership/responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Student cooperates appropriately in class activities without a reminder more than 70% of the time.</li> <li>● Student listens and follows directions more than 70% of the time.</li> <li>● Student demonstrates positive, responsible, personal and social behavior more than 70% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student cooperates appropriately in class activities without a reminder less than 70% of the time.</li> <li>● Student listens and follows directions less than 70% of the time.</li> <li>● Student demonstrates positive, responsible, personal and social behavior less than 70% of the time.</li> </ul>
<p><b>Guided, Independent or Group Practice</b></p> <ul style="list-style-type: none"> <li>● Respect people and equipment</li> <li>● Positive attitude</li> <li>● Rules/Safety</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates appropriate behavior to others and equipment more than 70% of the time.</li> <li>● Student exhibits a positive attitude toward task and others more than 70% of the time.</li> <li>● Student follows class safety rules and treats equipment with care more than 70% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student demonstrates appropriate behavior to others and equipment less than 70% of the time.</li> <li>● Student exhibits a positive attitude toward task and others less than 70% of the time.</li> <li>● Student follows class safety rules and treats equipment with care less than 70% of the time.</li> </ul>
<p><b>Assessments to Validate Learning</b></p> <ul style="list-style-type: none"> <li>● Observation of skills</li> <li>● Written tests</li> <li>● Accepts feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Student exhibits outstanding performance more than 70% of the time.</li> <li>● Student demonstrates content knowledge of standards more than 70% of the time.</li> <li>● Student accepts feedback from peers and teacher more than 70% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>● Student exhibits outstanding performance less than 70% of the time.</li> <li>● Student demonstrates content knowledge of standards less than 70% of the time.</li> <li>● Student accepts feedback from peers and teacher less than 70% of the time.</li> </ul>

**\*Students who receive Ns in Conduct for Final Report Cards will not be eligible for Principal's List and Honor Roll.**

**\*Students who receive all A's will only receive recognition for Principal's List.**

**\*Students who receive A's and B's will only receive recognition Honor Roll.**

**\*Students will not receive certificate or recognition for Achievement.**

**Classwork Policy and Procedures:** All assignments are at the teachers discretion.

**Make-up Work Policy and Procedures:** If a student misses an assignment, quiz, or test due to an excused absence, he must make it up on or one day after he/she returns to class. This will usually take place after school, although it may be done during class if time permits. Extra- curricular activities do not constitute an excuse to miss a make-up an assignment, quiz or test after school. A student will have one day after he/she returns to make-up assignments, quiz, or test day when he has had an excused absence. Students with extended, excused absences need to see the teacher after school to arrange make-up schedules.

**Homework Policy and Procedures:**

Homework is designed to practice newly taught skills, develop independent study habits or to extend/enrich the curriculum.

HOMEWORK must include the following:

- HOMEWORK must be aligned to the state standards and the 9 week project based learning unit
- HOMEWORK must be posted on the teacher webpage weekly with explicit directions, expectations, and opportunities for parents/students to communicate to clarify misunderstandings
- HOMEWORK must include due dates for completion
- HOMEWORK is a formative process; it must provide *timely* feedback
- HOMEWORK that requires project completion must have a rubric (\* post to the website)
- HOMEWORK must follow this time allotment indicated by grade

Kindergarten - second grades: *10 - 30 minutes per night*

Third - fifth grades: *30 - 60 minutes per night*

Sixth - eighth grades: *60 - 90 minutes per night*

**School-wide Student Tutorials:** Student tutorials will be provided for any student who is failing a course or a subject, and not meeting the expectations of the classroom teacher. These tutorial sessions will take place on selected days of the week.

**Academic honesty:** Receiving or giving information for an assignment is cheating and when caught in the act students will not receive credit nor receive the opportunity for a chance of make-up. **Plagiarism is not acceptable:** If a student takes information from the Internet or any printed resources without a citation, it is considered plagiarism and will result in a reduction in grade. Disciplinary action may be enforced for instances of cheating or academic dishonesty.

**Classroom Expectations (Rules):** Students must be prepared for the start of class by the bell. Pencil sharpening and book retrieval from desk should be completed. Students must be in their seats by the tone to be counted present and on time. A student who comes to class late must have a note that was approved at the office prior to his arrival at class to be admitted.

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- All assigned textbooks must be present.
- Respect for and consideration of the teacher and fellow students is expected at all times.
- After recognition, one person at a time will be allowed to speak.
- Cheating or dishonesty in relation to any assignment will result in parental notification and zero credit for that assignment.
- No food or drink is permitted in the classroom.
- No defacing of private or school property is allowed.
- Physical contact with other students and/or their belongings is not permitted in the classroom.
- Throwing of objects of any kind is expressly forbidden. This includes, but is not limited to spit wads, paper wads, change, candy, pencils, pens, rubber bands, paper clips, and books.
- Students are held responsible for getting information pertaining to make-up work and for doing it.
- Students will only be permitted to make up work that was missed due to an excused absence.
- Handbook policies, including those pertaining to the dress code, will be enforced.

**Consequences of Inappropriate Behavior in the Classroom:** Please refer to the DeKalb Agriculture of Technology & Environment's Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also, outlined in this plan are the possible consequences of engaging in such behaviors. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences.

**Technology and Internet Acceptable Use:** Use of the Internet must be in support of education and research and consistent with the educational objectives of the DeKalb Agriculture of Technology and Environment. Use of any other organization's network or computing resources must comply with the rules appropriate for that network. In addition to adherence to the policies and procedures of various networks and any set forth by a service provider or host system, users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. These procedures may include, but are not limited to, a log book, user time restrictions, and limitations on use of finite resources. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.

Helpful websites and other resources: [www.doe.k12.ga.us](http://www.doe.k12.ga.us), [www.georgiastandards.org/](http://www.georgiastandards.org/), [www.dekalbacademy.org](http://www.dekalbacademy.org)

### School Uniform and Dress Policy

D.A.T.E. has entering into a partnership with Buckhead Uniforms and Charter Uniforms to provide all student uniforms and accessories for the student body. All students will be required to follow the uniform policy as it adheres to the school dress code. **Beginning August 2010, students will be required to wear full uniforms Monday through Thursday. Students can wear spirit attire on Fridays. Dress shoes must still be worn on Fridays. No tennis/gym shoes/boots Mon-Friday.**

Student dress, grooming, and cleanliness are important to the growth and development of a young adolescent and learning to dress appropriately is a life skill. Parents have the primary responsibility of teaching and guiding their students on the importance of dressing, grooming, and cleanliness. Schools are responsible for maintaining a safe and orderly environment and a unified dress code policy is just one of many policies that help create an environment that promotes safety, order, and a constructive learning atmosphere. Students must arrive at school dressed according to the uniform dress code policy. The uniform dress code policy is strictly enforced. Please contact your DeKalb Agriculture Technology & Environment, Inc. representatives if you have questions or concerns.

Uniforms improve the classroom-learning environment by:

- helping students concentrate on their school work by setting a tone for serious study; removing distractions created by socioeconomic differences and modern fashion; and instilling students with discipline and self-respect.

Uniforms build citizenship and a sense of community in our children by:

- building self esteem, self respect, and school spirit among students by creating the distinction of being part of a group;
- maintaining a healthy and positive school image in the community by a clean and neat appearance;
- providing a visible and public symbol of commitment to school improvement and reform.

Uniforms create a safe learning environment by:

- helping school officials recognize intruders who come to the school;
- eliminating the possibility of wearing gang-related or other potentially disruptive clothing

The only reasons for an exemption are:

1. Required religious attire, or
2. A severe physical disability

**Section One: General Provisions.** Uniforms at DeKalb Agriculture Technology & Environment, Inc. are mandatory. Implementation of the DeKalb Agriculture Technology & Environment, Inc. is as follows:

1. General: Uniforms must be worn during school hours, except under special circumstances as announced by the Headmaster. Uniforms must also be worn for all before and after school programs, including field trips and special school activities, and all tutoring and enrichment sessions, except on occasions when costumes may be

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DeKalb Agriculture of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

required for dress rehearsals or performances. Gym clothes will be required for athletic activities.

**Beginning August 2010, students will be required to wear full uniforms Monday-Thursday. Spirit attire can be worn by students on Fridays.**

2. Appearance: Students must present a clean, modest, and neat appearance at all times. All clothing must be appropriately sized and worn correctly. Pants/shorts/skirts must be worn at the waist, shirts must be buttoned and tucked in, shoes must be tied or fastened, clothing must be worn right-side-out, etc. Clothing shall not be excessively worn or have holes.

3. Footwear: Shoes for students should be conservative in style and no white shoes/tennis shoes are to be worn as part of the requirements. Rubber black or brown shoes are permissible. Students must wear shoes that are not distracting (no lights, charms, or characters). Closed toed and closed heel shoes only. Heels or soles may not be higher than 1 inches. Athletic shoes only may be required for gym. No timberland, designer female boots, high tops shoes, or boots (male & female) will be permissible during instructional school hrs.

4. Socks: Socks or tights must always be worn. Socks for students should coordinate with the uniform. Girls may also wear appropriate smooth opaque or cable knit tights. No nylon stockings may be worn.

5. Underclothing: Other than plain white undershirts worn under uniform shirts, underclothing should not be visible. Girls are encouraged to wear shorts under skirts and jumpers. Shorts, knit leggings or pants that show underneath these articles of clothing are not allowed. Leggings or tights are not permitted underneath girls skirts and jumpers.

6. Hemlines: The hemlines in jumpers and skirts shall be no shorter than 2 inches above the kneecap; shorts and skirts will not be shorter than 4 inches above the kneecap.

7. The Board-approved Crest may be worn on Board-approved uniform tops.

8. Jewelry, etc.: Girls may wear jewelry or hair accessories that are appropriate for wear at school and are not a distraction. Boys may not wear earrings. All jewelry, if worn, must not be a distraction to the educational environment of the class or school. Sunglasses should not be worn inside the school building.

9. Hair must be kept neat, have a combed appearance, and be appropriate for school. Irregular coloring of hair or outlandish hairstyles are inappropriate such as, multiple (more than 2) vertical and horizontal lines and other designs in hair are not allowed. One to two parts are allowed, but curved and other designed lines are not appropriate. Hair coloring and outlandish hairstyle parameters will be left to the discretion of the Headmaster, Principal, or Director for Student Services.

10. Cosmetics: Any makeup worn should be appropriate for school and not a distraction.

11. Outerwear: All sweaters and vests must be worn with a uniform approved shirt underneath. Outerwear that is worn for warmth to and from school and at outside recess is not considered a uniform item. Hoodies or jackets are not permissible.

**Student Dress and Uniform Violations**

All students are expected to adhere to the expectations of appropriate dress as indicated in the DeKalb County School District Code of Conduct and any additional requirements listed in local school dress regulations.

*The following applies to all student dress code violations:*

<b>Number of Offenses</b>	<b>Actions of the School</b>
First Offense	Verbal Reprimand, Refocus Visit, Email contact, and Correction of the Violation
Second Offense	Phone Parent Contact, Correction of Violation, Uniform Deficiency and one (1) Days refocus or until clothing change
Third Offense	Phone Parent Contact/Meeting, Discipline Referral and one (1) Days ISS and Local Formal Hearing, which may result in up to ten (10) days ISS, Local Probation and/or parent attend classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules and a possible referral to an alternative setting upon a finding of guilty by the Student Evidentiary Hearing Committee.

*Dress items not specifically covered above but considered inappropriate or contrary to the Purpose Statement in the DATE Uniform Policy are subject to review and interpretation by the Board of Directors. Additional dress code violations, along with specific articles of clothing or accessories may remain at the discretion of the school administrators.*

*Section Two: Approved Uniform*

**RULES AND TIPS FOR SUCCESSFUL COMPLIANCE TO THE UNIFORM POLICY**

- Uniforms must be worn at all time. No Exception!
- Pants/shorts/skirts/Capri’s must be worn at the waist. Shirts must be buttoned and tucked in at all times. (Boys & Girls)
- Ties are to be worn with all shirts and Peter Pan Blouses.

## School Requirement for Girls

### NO OUTSIDE CLOTHING

#### GIRLS (REQUIRED UNIFORM – MONDAY THROUGH THURSDAY)

<b>JUMPERS</b>	Plaid Jumper (Style #172 or Style #194) (Color #55) Khaki Jumpers (Style #123, Style #172, or Style#194)
<b>SKIRTS</b>	Plaid Skirt (Style #134 or #143) (Color #55) Khaki Skirt (Style #143) Khaki A-Line Skirt (Style #2661) Long Khaki Skirt (Style #1526 or #2662)
<b>BLOUSES</b>	White Short Sleeve or Long Sleeve Peter Pan Blouse <b>with School Appliqué</b> White Short Sleeve or Long Sleeve Oxford Blouse <b>with School Appliqué</b> White 3/4 Princess Overblouse <b>with School Appliqué</b>
<b><u>FRIDAY ONLY</u> KNIT SHIRTS</b>	Spirit Shirts with Khaki Pants
<b>SKORTS</b>	Khaki <b>WRAP</b> Skort (Style #907) or Khaki Long Skort (Style#148)
<b>SLACKS</b>	Khaki Pleated, Flat Front and Fashion Fit Slacks - <b>Must be worn with solid black or brown belt</b>
<b>SHORTS</b>	Khaki Pleated Shorts - <b>Must be worn with belt (Grades Kindergarten ONLY)</b>
<b>SWEATERS</b>	Hunter Green Crewneck Cardigan Sweater, Crew Neck Pullover or Sweater Vest <b>with School Appliqué</b>
<b>BLAZERS</b>	Hunter Green Blazer Elementary/ Navy Blue Blazer Middle
<b>TIES</b>	Solid Green Tie or Plaid #55 Tie
<b>CROSSTIE</b>	Plaid #55 Cross Tie
<b>BELTS</b>	Solid Black or Brown Leather or Braided Belt
<b>SOCKS</b>	Hunter Green, White or Khaki Crew Socks White or Hunter Green Knee Socks
<b>TIGHTS</b>	Hunter Green or White Tights
<b>SHOES</b>	Conservative Black or Brown Shoes (Bucs, Mary Janes) No Merrells
<b>HAIR ACCESSORIES</b>	#55 Plaid, Khaki, White or Hunter Green Hair Accessories (Optional)

Items with belt loops require a belt.

#### P.E. UNIFORM (4<sup>th</sup> – 8<sup>th</sup> grades only)

<b>T- SHIRT</b>	Ash Short Sleeve T-Shirt <b>with School P.E. Logo</b>
<b>SHORTS</b>	Hunter Green <b>MESH</b> Shorts- <b>with School P.E. Logo</b>
<b>SWEATPANTS</b>	Hunter Green Sweatpants <b>with School P.E. Logo</b>

**School Requirement for Boys**  
**NO OUTSIDE CLOTHING**

**BOYS (REQUIRED UNIFORM – MONDAY THRU THURSDAY)**

<b>SLACKS</b>	Khaki Pleated or Flat Front Slacks <b>(SLACKS MUST BE FITTED TO THE WAIST AND THE APPROPRIATE LENGTH)</b>
<b>SHORTS</b>	Khaki Pleated Shorts <b>(Kindergarten Only)</b>
<b>SHIRTS</b>	White Short Sleeve or Long Sleeve Oxford Shirt <b>with School Appliqué</b>
<b><u>FRIDAY ONLY</u> KNIT SHIRTS</b>	White or Hunter Green Short Sleeve or Long Sleeve Knit Shirts <b>with School Appliqué</b>
<b><u>FRIDAY ONLY</u></b>	Spirit Shirts with Khaki Pants
<b>SWEATERS</b>	Hunter Green V-Neck Cardigan or V-Neck Pullover Sweater or Sweater Vest <b>with School Appliqué</b>
<b>BLAZER</b>	Hunter Green Blazer Elementary/ Navy Blue Blazer Middle
<b>TIES</b>	Solid Green Tie or Plaid #55 Tie
<b>BELTS</b>	Solid Black or Brown Leather or Braided Belt
<b>SOCKS</b>	Black, White or Khaki Crew Sock
<b>SHOES</b>	Conservative Black or Brown Shoes (Bucs, Loafers and Ivy League) No Merrells

**P.E. UNIFORM (4<sup>th</sup> through 8<sup>th</sup> GRADE STUDENTS ONLY)**

<b>T- SHIRT</b>	Ash Short Sleeve T-Shirt <b>with School P.E. Logo</b>
<b>SHORTS</b>	Hunter Green <b>MESH</b> Shorts- <b>with School P.E. Logo</b>
<b>SWEATPANTS</b>	Hunter Green Sweatpants <b>with School P.E. Logo</b>

**Virtual Learning Policies and Procedures**

***A. Adoption of Policy, Requirements and Protocol for Infectious Diseases***

***D.A.T.E. shall Develop a COVID -19 Task Force to coordinate, implement, and monitor pandemic school - safety concerns, while providing alternatives, and solutions for reentry, augmented education models, health and wellness, and educational stability initiatives.***

1. (a) D.A.T.E. shall annually provide employees with information, education, or training related to infectious diseases, including transmission, risk education, and standard precautions, based on CDC guidelines or recommendations.
2. (b) D.A.T.E. shall make personal protective equipment (PPE) readily available and appropriate to tasks with exposure potential.
3. (c) Where D.A.T.E. has reasonable suspicion to believe that an employee or student has an infectious disease, school authorities shall counsel that person immediately, or if the person is a minor, notify his or her parent or guardian of the need to obtain an appropriate medical evaluation.
4. (d) D.A.T.E. Operational decisions related to employees or students infected with communicable diseases shall be made in conjunction with the school nurse, state and/or local public health agency representatives, health care professionals, and school administrators.

(e) D.A.T.E. shall limit the disclosure of health-related information of its employees and students. FERPA prohibits the unauthorized disclosure of information from educational records except in certain limited circumstances, such as a health and safety emergency as described in 34 C.F.R. §§ 99.31(a) (10) and 99.36. Additionally, the disclosure of certain confidential health information may be a misdemeanor punishable under O.C.G.A. § 24-9-47.

(f) According to State Board of Education Rule 160-1-3-.03 Communicable Diseases, D.A.T.E. shall allow a child infected with a communicable disease to remain in his or her educational setting unless he or she currently presents a significant risk of contagion as determined by the school after consultation with the child's physician, a knowledgeable public health official and/or a physician designated by the academy.

***B. Facilities and Cleaning Protocol***

D.A.T.E will follow and have implemented the listed recommendations for the *COVID- 19 Cleaning and Disinfecting Guidance for Schools*. To better equip our schools with being sanitized and cleaned, there will be daily cleaning of desks, furniture, and all touchable items. Only students, who are scheduled to be at school on A/B day will gain entrance with temperature readings and scanning at each entry along with temperature reading, periodically throughout the day, and daily routine washing of hands throughout the day. Each teacher will have a touchless non -contact temperature reader. Sneeze Guards will be placed on each students' and teacher's desk, along with one- way signs and 6 ft separation stickers throughout the building. Only students are allowed to enter building and not visitors or parents. There will be hand wash stations throughout the building and the use of water fountains will be prohibited. There will be disposable water stations afforded to students and faculty and staff. Students will be limited to restroom use one at a time with strict monitoring taking place. All P.P.E. will be

provided for staff and students, with all classrooms and areas sanitized. The school will be sanitized daily by misting with an electrostatic sprayer and chlorinated disinfectant tablets registered by the EPA.

I. The following protocol and recommendations will be provided as needed: A. Guidance for cleaning and disinfecting

Routine cleaning/ disinfecting is key to maintaining a safe environment for faculty, students, and staff.

- Cleaning removes dirt and most germs and is usually done with soap and water.
- Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label.

B. Routine cleaning and disinfecting

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:

- Face shield
- Door knobs and handles
- Stair rails
- Classroom desks and chairs
- Lunchroom tables and chairs
- Countertops
- Handrails
- Light switches
- Handles on equipment (e.g., athletic equipment)
- Push-buttons on vending machines and elevators
- Shared toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice

Note: Computer keyboards are difficult to clean. Shared computers should have signs posted instructing proper hand hygiene before and after using them to minimize disease transmission. To facilitate cleaning, we will consider using covers that protect the keys but enable use of the keys.

It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, bookcases, tops of filing cabinets). Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material.

II. Cleaning cloth face coverings and face shields

- Cloth face coverings will be laundered as needed and changed if visibly soiled.

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- The CDC provides guidance for the use and care of cloth face covering and face shields.
- Face shields should be cleaned following manufacturer's instructions.
- While wearing gloves, carefully wipe the *inside, followed by the outside* of the face shield or goggles using a clean cloth saturated with neutral detergent solution or cleaner wipe.
- Carefully wipe the *outside* of the face shield or goggles using a wipe or clean cloth saturated with EPA-registered hospital disinfectant solution.
- Wipe the outside of face shield or goggles with clean water or alcohol to remove residue.
- Fully dry (air dry or use clean absorbent towels). ○ Remove gloves and perform hand hygiene.

III. When a student or staff member becomes ill:

When a student or staff member develops any symptoms of illness consistent with COVID-19 in a school setting:

- Isolate the person in a separate room while they wait to be picked up or until they are able to leave the facility on their own. Ensure that they have hygiene supplies available, including a cloth face covering / face shield, facial tissues, and alcohol-based hand rub.
- Remind staff who are monitoring the student or staff member with symptoms to wear a cloth face mask and practice social distancing. Close off the space used for isolation after the ill person leaves. Wait 24 hours before you clean or disinfect. If 24 hours is not feasible, wait as long as possible. Open outside doors and windows and use ventilating fans to increase air circulation in the area.
  - Open the space for use after proper cleaning and disinfecting.
  - Clean and disinfect all areas used by the person who is sick, such as high-touch surfaces, and items they have touched (e.g., individual desk, cot, recently used toys, shared equipment).
  - Wear gloves when cleaning, and wash hands after removing gloves.

IV. General precautions for the cleaning staff after an ill student has been in your facility

The risk of getting COVID-19 from cleaning is low. The following are general precautions for cleaning staff, given that community transmission of COVID-19 is occurring:

- Staff should not touch their face while cleaning and only after they can wash hands after cleaning.

- Cleaning staff should wear uniforms (or designated work clothes) and disposable gloves when cleaning and handling trash. Cleaning staff should change clothes at the end of a shift. It may be helpful for them to keep a change of clothes at work.
- Clothing worn while cleaning should be placed in a plastic bag until it can be laundered. Laundering should be done as soon as possible and done safely at home.
- Cleaning staff should thoroughly wash hands with soap and water for at least 20 seconds after gloves are removed.
- Staff who are responsible for cleaning and disinfecting should be trained to use disinfectants safely and effectively and to safely clean up potentially infectious materials and body fluids – blood, vomit, feces, and urine.
- All cleaning staff should be trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication Standard 29 CFR 1910.1200.

### V. Cleaning and disinfecting products

- Use soap and water or another detergent to clean dirty items.
- Then, use a disinfectant. Use an EPA-registered household disinfectant and follow the manufacturer's instructions to ensure safe and effective use of the product.

## C. Academic Calendar

2020-2021 Calendar: D.A.T.E. will align its school calendar days to its “LEA”, Dekalb County Schools. However, based on the severity of the COVID-19 pandemic updates and status reports, D.A.T.E will make modifications to implement Virtual Learning Days and Hybrid A/B Days at the request of the parent.

Modifications: Hybrid A/B and Virtual will be selected for parents, even outside of the low/moderate COVID19 spread phases for the 2020-2021- academic year.

School Care Services/Aftercare and Before Care and Extra Curricular Activities will be available and modified. D.A.T.E. will offer Virtual Clubs for the 2020-2021 school year, so that students can still participate in activities that support the camaraderie, spirit, goals, and mission of the organizations that reflect the vision of the academy. Before Care and After Care will only be initiated when the academy reopens schools to Hybrid A/B days with CDC guidelines and practices, also being reinforced for childcare centers and programs.

## D. Leave/Attendance Policies

In order to support and protect our faculty and staff and students against COVID-19, D.A.T.E. will be following recommendations, as well as, the legal requirements of such with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Families First Coronavirus Response Act and adhere to leave and requests for accommodations with these Acts/Laws.

## E. Virtual Student Attendance

Virtual Attendance will be measured by using first intent to return and registration forms, followed by using the completion of instructional activities and progress toward course completion as metrics. Instructional activities are defined as online logins to curricula or programs, offline activities, completed assignments and testing.

Instructional activities also include face-to-face communications or virtual meetings with virtual charter school staff or service providers. If a student accumulates more than 5 or more absences, the school must submit a report to the student's parent or legal guardian.

**No Internet Access or Power Outage:** It is our expectation for attendance that all students have reliable internet access in the home. Students who are unable to log into school or have a power outage must have an alternative plan and contact the school in these situations.

For student with preexisting conditions and or with disabilities, will be granted he opportunity to have virtual/distance learning with a *Digital Learning Plan*. This will also include students with a 504 learning plan that addresses major health concerns as a result of COVID-19. Accommodations will be made to ensure that there is access equity to all learning tools for students with disabilities, during COVID-19 chronic absences with the following policies and practices

D.A.T.E. will formally document health issues that interfere with school attendance and steps to mitigate adverse outcomes from absences in the student's IEP or Section 504 Plan. If health issues that may cause absences arise during the school year, D.A.T.E. would quickly up D.A.T.E. or revise the student's IEP or 504 plans to include strategies and interventions responsive to the underlying COVID-19 causes of the absences.

COVID -19 Documentation might include:

Expectation of absences (number of days) based on type of disability and identified needs.

Recognized barriers or underlying causes of the student's chronic absences

Modifications made as a result of monitoring, review, and oversight of the student's progress in light of the number of absences.

How the student will be provided with instruction and supportive services by qualified personnel during periods of extended absence, when possible.

How students who are unable to be tutored or otherwise to receive instruction during their absence from school will be provided supplemental instruction to catch them up while not falling further behind through extended school day and year services, as needed.

- D.A.T.E. will act quickly to address absences directly related to a student's disability, such as anxiety or depression from COVID that leads to refusal to attend or stay in school. Students may need a behavior intervention plan or attendance incentives incorporated in their Section 504 Plan or IEP to help them overcome issues that interfere with attendance.
- Protect student privacy by ensuring that any policy and procedure does not have or encourage unintended consequences. For example, school health care staff should not request blanket releases from parents to authorize routine access to their children's pediatrician or therapist. Student medical information, oral or

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written, and health records that are personally identifiable, whether or not they contain sensitive health, disability related, or family information, are protected under HIPAA or FERPA, and relevant state laws.

- D.A.T.E. will set reasonable goals for COVID-19 chronic absenteeism. Establish absenteeism goals that consider students with disabilities whose chronic health needs are expected to result in substantial absences during the school year. Setting unrealistic goals that do not take into account absences that arise from health conditions can disincentivize the school community and lead to school de-enrollment or push-outs in order to avoid being penalized in school ratings.
- D.A.T.E. will encourage and support training for school personnel. School staff should receive training on and be responsible for identifying children in need of referral for evaluation of possible health-related disability and monitoring the progress of all students with chronic health-related disabilities who are chronically absent due to COVID. Training should include techniques and strategies for school personnel to communicate with parents and families to encourage their sharing information about their children's chronic health related needs that should

### **F. Instructional Delivery Model**

DATE will engage in 100% virtual learning due to Pandemic Guidance and will continue with this model, unless the spread of the virus changes. In order to assess the readiness given lost instructional time from the previous semester, teachers will receive Winter 2020 MAP data and USA Test Prep data to determine the instructional levels of the students and the previous grade level standards mastered, prior to leaving for the Spring

episode of the pandemic. Progress will be monitored through teachers' weekly lesson plans, Google classroom participation, communication logs, participation and grade progression. Teachers will continue to communicate with parents through conferences and online instructional sessions.

In order to ensure that all students have access to modified instructional models our virtual experience will include a blend of synchronous and asynchronous sessions. Students will have the opportunity to access instruction, when convenient and can also get assistance and receive small group instruction synchronously. DATE will make a Chromebook available to any student in need. Each student will have access to a school issued device. Internet access has been made available to the students through the local internet providers at a discounted rate.

**Schedule:**

<b>VIRTUAL LEARNING</b>									
<b>ELEMENTARY</b>		<i>Synchronous Learning</i>				<b>ELEMENTARY</b>		<i>Asynchronous Learning/on-line support</i>	
Monday	9:00 - 10:00	Math	10:00 - 11:00	Science	11:00 - 12:00	small group/co-teaching	Monday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>technology</i>
Tuesday	9:00 - 10:00	ELA	10:00 - 11:00	Social Studies	11:00 - 12:00	small group/co-teaching	Tuesday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>drama</i>
Wednesday	9:00 - 10:00	Math	10:00 - 11:00	Science	11:00 - 12:00	small group/co-teaching	Wednesday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>music</i>
Thursday	9:00 - 10:00	ELA	10:00 - 11:00	Social Studies	11:00 - 12:00	small group/co-teaching	Thursday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>env. science</i>
Friday	9:00 - 12:00	conferences/teacher professional development				Friday			2:00 - 3:00 <i>health/PE</i>
<b>MIDDLE</b>		<i>Synchronous Learning</i>				<b>MIDDLE</b>		<i>Asynchronous Learning/on-line support</i>	
Monday	9:00 - 10:00	Science	10:00 - 11:00	Math	11:00 - 12:00	small group/co-teaching	Monday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>env. science</i>
Tuesday	9:00 - 10:00	Social Studies	10:00 - 11:00	ELA	11:00 - 12:00	small group/co-teaching	Tuesday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>technology</i>
Wednesday	9:00 - 10:00	Science	10:00 - 11:00	Math	11:00 - 12:00	small group/co-teaching	Wednesday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>PE</i>
Thursday	9:00 - 10:00	Social Studies	10:00 - 11:00	ELA	11:00 - 12:00	small group/co-teaching	Thursday	1:00 - 2:00	small group/co-teaching 2:00 - 3:00 <i>health</i>
Friday	9:00 - 12:00	<i>Specials ( PATHWAY courses)</i>				Friday			2:00 - 3:00 <i>PATHWAY</i>
	9:00 - 9:45	Pathway	5th	CTAE/band/drama					
	9:45 - 10:30	Pathway	6th	CTAE/band/drama					
	10:30 - 11:15	Pathway	7th	CTAE/band/drama					
	11:15 - 12:00	Pathway	8th	CTAE/band/drama					

**G. Transportation**

The academy does not offer daily bus transportation. In case of a COVID -19 outbreak, parents or guardians will be contacted to pick up students, who would be placed in isolation rooms, on a staggered phase. Cars will also be referred to a location, where the student/students will be escorted to the vehicle.

**H. Food Service**

Food Service will be made available to all students on a weekly basis via noncontact. Breakfast and Lunch will be precooked and packaged for the entire school week and will be picked up one day a week, Monday or Friday, for existing or previous week, at the

school. All prepackaged food will meet the USDA School Nutrition and Safety Standards.

**I. Communication with Stakeholders**

Communication with stakeholders is very important and viable to the success of understanding, controlling, and managing this pandemic. D.A.T.E will use its robust way of communicating with its faculty and staff, students, and parents with processing information accordingly. The academy will use RENWEB, an internal web -based communication messenger, email, school’s website, text alerts dedicated to COVID-19, and the school’s Social Media to provide COVID updates. In addition, the school will use it virtual media television news outlet to inform parents updated COVID-19 management processes. Moreover, D.A.T.E will continue to utilize its Public Relations Firm to professionally outreach and communicate to stakeholders and collaborate with other agencies.

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## J. Virtual Code of Conduct

### Virtual Learning Code Conduct

All D.A.T.E. students receiving digital curriculum and direct instruction online are subject to any applicable District policies and this Student Virtual Learning Code of Conduct.

- Students are responsible for proper behavior during online learning.
- Students are expected to take integrity and use authenticity of their own work.
- It is illegal to create harmful computer viruses.
- Remote Learning correspondences are public under school's records and subject to disclosure.

#### Internet Policy

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

#### Disciplinary Action

Progressive discipline will continue to be utilized to create the expectation that the degree of discipline imposed will be in proportion to the severity of the behavior. Violations of the Code of Conduct will result in disciplinary action up to and including Districts policies and guidelines.

#### Student Dress Code

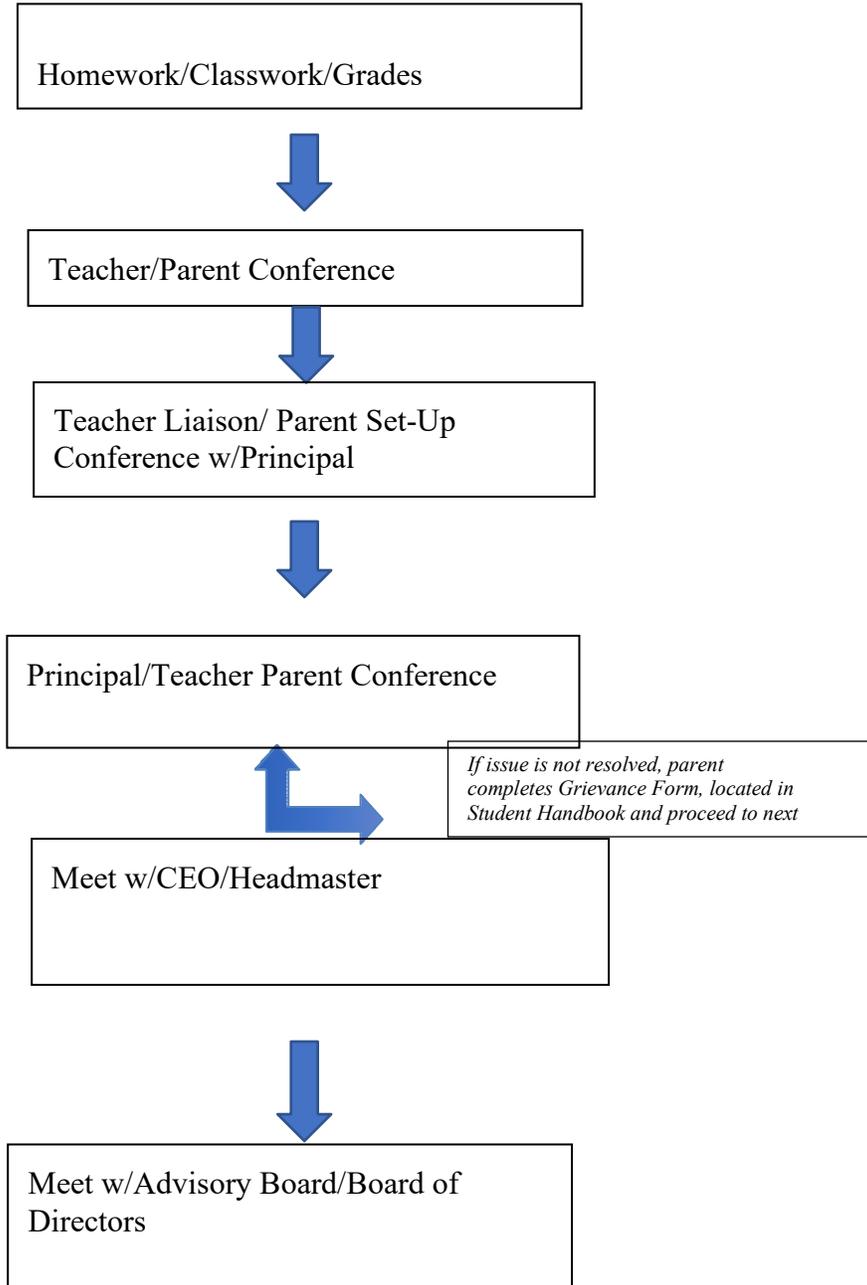
The purpose of Virtual Student Dress Code Policy is to clearly define acceptable student attire during virtual class sessions. The following dress code applies:

- Student can wear tee shirt, polo shirt, sweatshirt
- Students can wear appropriate shorts, pants, and skirts.
- Students can wear clothing that is appropriate and in good condition.

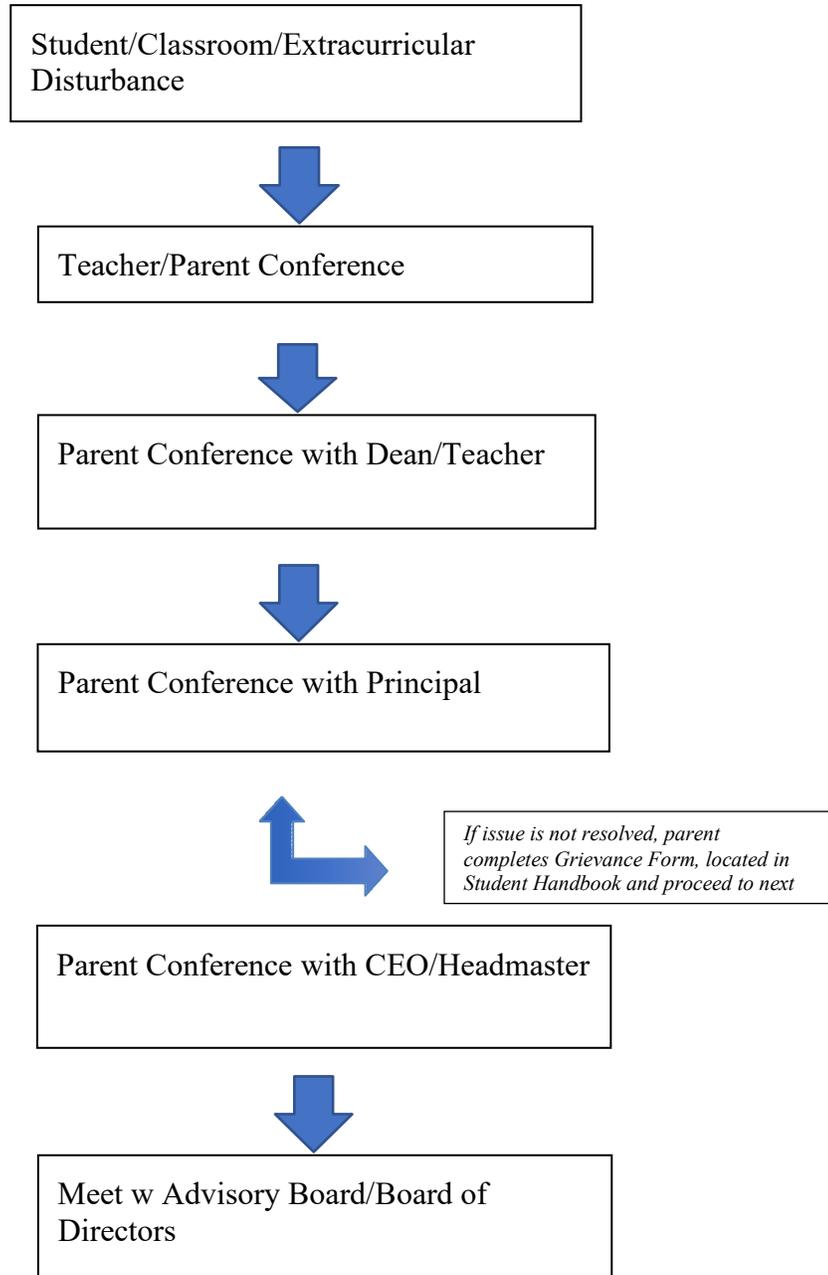
#### Clothing not permitted:

- Tank Tops
- Halter Tops
- Spaghetti strapped
- Any shirt or blouse exposing any area above the waist
- No clothing with inappropriate advertising
- No pajamas of any kind.

## Parent Flowchart for Addressing Questions/Concerns or Inquiry Academics



**Parent Flowchart  
for  
Addressing Questions/Concerns or Inquiry  
Behavior/Climate**



## Parent Grievance Procedures

**DeKalb Academy of Technology and Environment Charter School** has enacted the following Grievance Procedures as a guide for parents and guardians to solve possible grievance issues in the most effective manner. These procedures serve as a guideline. The following procedure will be followed whenever a parent/guardian has a particular grievance:

**STEP 1:** The parent/guardian is to set an appointment to meet with the teacher or staff member involved in the grievance. The teacher and/or the parent/guardian may request that the assistant principal/principal or his/her designee be present.

**STEP 2:** If the issue is not resolved, the parent/guardian may ask for a meeting with the Assistant Principal/Principal. Any person who is dissatisfied with the results of such a meeting may wish to complete a Parent Grievance Form and proceed to Step 3.

**STEP 3:** If the issue remains unresolved, the parent/guardian is requested to send the Parent Grievance Form to Headmaster/CEO, Dr. Maury Wills, or email at [maurywills@dateacademy.org](mailto:maurywills@dateacademy.org). The Headmaster/CEO will intervene to address parent concerns and resolve any existing conflicts/concerns. If the grievance is not resolved, then the issue must proceed to Step 4.

**STEP 4:** If the issue remains unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board Chair. Mr. George Jones at: [gjones@dateacademy.org](mailto:gjones@dateacademy.org). The Board Chair will decide whether to bring the grievance to the full board for discussion/remediation. If the grievance is presented to the Board, the parent/guardian will be asked to speak with the full Board to make a final recommendation. The parent/guardian will receive a letter with the Board's final recommendation. The Board of DeKalb Agriculture Board of Directors believes that all decisions are made with the best interest of the child in mind. We as adults have the right to disagree, but the children are why we are here.

\*A parent/guardian is defined as anyone who has educational decision-making powers for the student as defined by State Law.

DeKalb Agriculture of Technology and Environment Charter School Grievance Form

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_(day) \_\_\_\_\_(evening)

- Who is your complaint against? \_\_\_\_\_
- Position: \_\_\_\_\_
- Has this been discussed with him/her? Y \_\_\_ N \_\_\_
- Date: \_\_\_\_\_
- Has the complaint been discussed with the principal or supervisor? Y \_\_\_ N \_\_\_ Date: \_\_\_\_\_

Please explain resolution or outcome: Attach additional pages, if necessary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Has the complaint been discussed with the Headmaster/CEO? Y \_\_\_ N \_\_\_ Date: \_\_\_\_\_

Please explain resolution or outcome: Attach additional pages, if necessary.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Description of Complaint: Please include all relative information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- What remedy or action do you suggest?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Date received by DeKalb Agriculture Schools Office: \_\_\_\_\_

DeKalb Agriculture of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

## Rules and Procedures for Grievance Procedures

There are several rules and procedures to support the policies in place for school leadership to address grievances from the stakeholders, such as parents, students, and other constituents. Because the nature of the grievances must be protected under student (FERPA) /personnel (Privacy) rights, discernment must apply for case by case grievances.

A) Personnel Grievance: In accordance with the Georgia Board of Education and Georgia Law, all certified personnel shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible. The Employee Complaint Policy is listed in the D.A.T.E. Employee Handbook in Addendum Z2, pgs 112-118 and covers: Level 1: Definition, Scope, Presentation/Contents, Filings/Hearings/Decision, Level 2; Appeal from level 1 to Level 2 Administrator, Level 3: Appeal to Board of Directors, and finally, Overall Time Limit for Resolution of Complaint.

The Board of Directors encourages all employees to resolve their complaints informally in a spirit of collegiality when possible. This policy is available when such efforts do not succeed or when, for any other reason, a certified employee desires to pursue this procedure.

- The DeKalb Academy of Technology and Environment always attempts to maintain a positive, productive working atmosphere. There are, however, occasions when problems or complaints arise. When this occurs, it is important that these matters be addressed so that a solution can be reached. The DeKalb Academy of Technology and Environment cannot assist an employee with job related concerns unless they are made known.
- The DeKalb Academy of Technology and Environment has adopted a procedure to handle problems and complaints relating to the employee's position and working environment. Employees should exhaust the complaint procedure, outline below, before asserting rights in any other from:
- A complaint or concern, with regard to the job, should immediately be discussed with a Department Supervisor.
- If the matter is not satisfactorily resolved by the Supervisor, meet with the appropriate Administrator (i.e. Headmaster, Regional Director, etc) who will attempt to work out a satisfactory solution.
- If a reasonable solution is still not achieved, speak to the DeKalb Academy of Technology and Environment's Board of Directors.
- We encourage employees to bring problems to the Supervisors and the use the internal compliant procedure outlined. Management will listen to all employee concerns with respect and do its best to achieve a fair resolution.

B) Parent/Student Complaint: D.A.T.E. has enacted the following Grievance Procedures as a guide for parents and guardians to solve possible grievance issues in the most effective manner. These procedures serve as a guideline. The following procedure will be followed whenever a parent/guardian has a particular grievance and can be found in more detail in the Parent/Student Handbook Appendix Z1 pg. 44. Any grievances, conflicts, and complaints shall be handled first through an informal process in accordance with the procedures set forth below:

1) Any grievances, conflicts, and complaints must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by fax, by certified mail, or email. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice, if

delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by fax, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the United States mail. Written Notifications shall be addressed as follows:

To D.A.T.E.:                   DeKalb Academy of Technology and the Environment  
                                       1492 Kelton Dr.,  
                                       Stone Mountain, GA 30083  
                                       Attention: Headmaster

To the teacher, student, or parent: To the current home address on file with the charter school.

2) A written response (“Written Response”) shall be tendered to the other party within seven (07) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue (“Issue Conference”). The Issue Conference shall take place within fifteen (7) business days from the date the written response is received by the other party. The Written Response may be tendered by personal delivery, by fax, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice, if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by fax, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the United States mail. Appeal of grievance decision will proceed to Board of Directors for hearing.

- a. What will the governing board’s role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group. Describe the plan or method that the charter school’s governing board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.

Dekalb Academy of Technology and Environment Charter School has enacted the following Grievance Procedures as a guide for parents and guardians to solve possible grievance issues in the most effective manner. These procedures serve as a guideline. The following procedure will be followed whenever a parent/guardian has a particular grievance that has not been remedied by school administration in Step 3 of the grievance procedures in the parent student handbook: If the matter can not be resolved at the Issue Conference, the Governing Board will hold a hearing on the issue that will comply with all open meetings as well as FERPA and other legal requirements.

**STEP 3:** If the issue remains unresolved, the parent/guardian is requested to send the Parent Grievance Form to Headmaster/CEO, Dr. Maury Wills, or email at [maury\\_1\\_wills@dateacademy.org](mailto:maury_1_wills@dateacademy.org). The Headmaster/CEO will intervene to address parent concerns and resolve any existing conflicts/concerns. If the grievance is not resolved, then the issue must proceed to Step 4.

**STEP 4:** If the issue remains unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board Chair. Ms. Lillie Plesant at: [lpboat@comcast.net](mailto:lpboat@comcast.net). The Board Chair will decide whether to bring the grievance to the full board for discussion/remediation. If the grievance is presented to the Board, the parent/guardian will be asked to speak with the full Board to make a final recommendation. The parent/guardian will receive a letter with the Board’s final recommendation. The Board of Dekalb Academy Board of Directors believes that all decisions are made with the best interest of the child in mind. We as adults have the right to disagree, but the children are why we are here. If the parent continues to desire to appeal the recommendation/decision, then the parent can refer the matter to

the Office of Governmental Relations and Special Projects at Dekalb County Schools a 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083. Contact Number: (678-676-1200).

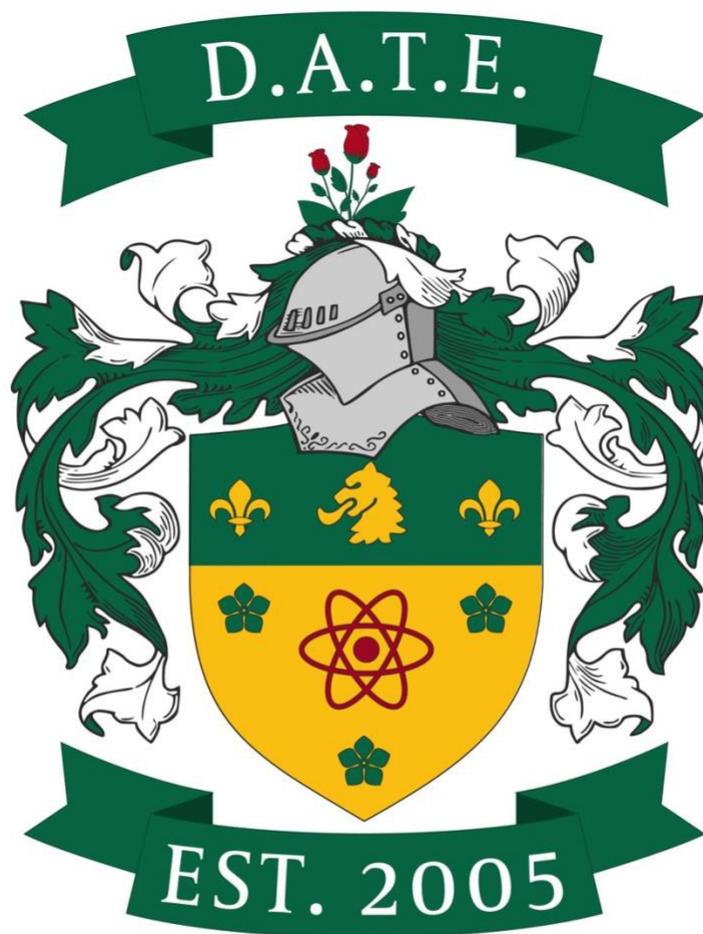
- b. Describe the method that the governing board plans to utilize for resolving internal conflicts.

Conflict Resolution: The Board of Directors will utilize a five step method to resolving internal conflict

- (1) Identify Source of the conflict
- (2) Review Perspective on the Incident.
- (3) Request Solution
- (4) Identify a Solution both Disputants can Support
- (5) Agreement

# DeKalb Agriculture Technology and Environment Inc.

## Employee Handbook



**RELATIONSHIPS • RELEVANCE • RIGOR**

## **ABOUT THIS HANDBOOK / DISCLAIMER**

We prepared this handbook to assist you in finding the answers to many questions that you may have regarding your employment with D.A.T.E.. Please take the necessary time to read it.

We do not expect this handbook to answer all of your questions. Your Supervisor and Human Resources also will be a major source of information.

Neither this handbook nor any other verbal or written communication by a management representative, is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation nor does it confer any contractual rights whatsoever. D.A.T.E. adheres to the policy of employment at will, which permits the Academy or the employee to terminate the employment relationship at any time, for any reason, with or without cause or notice.

Employment at-will may only be altered **IN AN INDIVIDUAL CASE OR GENERALLY** in writing signed by the Headmaster & C.E.O of the Academy.

Many matters covered by this handbook, such as benefit plan descriptions, are also described in separate The Academy documents. These The Academy documents are always controlling over any statement made in this handbook or by any member of management.

This handbook states only general The Academy guidelines. The Academy may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to terminate employment at will.

This handbook supersedes all prior handbooks.

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## 1-1. Welcome Statement

For those of you who are commencing employment with D.A.T.E. ("D.A.T.E." or the "The Academy"), on behalf of D.A.T.E., let me extend a warm and sincere welcome. We hope you will enjoy your work here. We are glad to have you with us.

For those of you, who have been with us, thank you for your past and continued service.

I extend to you my personal best wishes for your success and happiness here at D.A.T.E.. We understand that it is our employees who provide the services that our customers rely upon, and who will grow and enable us to create new opportunities in the years to come.

Dr. Maury L. Wills,  
Headmaster & C.E.O

## 1-2. Equal Employment Opportunity

D.A.T.E. is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, creed, color, religion, alienage or national origin, ancestry, citizenship status, age, disability or handicap, sex, marital status, veteran status, sexual orientation, genetic information, arrest record, or any other characteristic protected by applicable federal, state or local laws. Our management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities and general treatment during employment.

The Academy will endeavor to make a reasonable accommodation to the known physical or mental limitations of qualified employees with disabilities unless the accommodation would impose an undue hardship on the operation of our business. If you need assistance to perform your job duties because of a physical or mental condition, please let the Headmaster and the CEO know.

The Academy will endeavor to accommodate the sincere religious beliefs of its employees to the extent such accommodation does not pose an undue hardship on the Academy's operations. If you wish to request such an accommodation, please speak to the Headmaster and the CEO.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to your supervisor. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be a violation of this policy, please contact your second level supervisor.

Note: If your supervisor or next level manager is the person toward whom the complaint is directed you should contact any higher level manager in your reporting chain. The Company will

not allow any form of retaliation against individuals who raise issues of equal employment opportunity.

If you feel you have been subjected to any such retaliation, report it in the same manner you would report a perceived violation of this policy. To ensure our workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge.

### **1-3. Non-Harassment**

It is D.A.T.E.'s policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to the Headmaster and the CEO. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the Headmaster and the CEO.

Note: If the Headmaster and the CEO is the person toward whom the complaint is directed you should contact any higher level manager in your reporting chain.

Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy.

If an employee feels he or she has been subjected to any such retaliation, he or she should report it in the same manner in which the employee would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

## 1-4. Sexual Harassment

It is D.A.T.E.'s policy to prohibit harassment of any employee by any Supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the Company. It is to ensure that all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment and there is a wide range of behavior that may violate this policy even if such behavior does not violate the law, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments.

Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about an employee's physical appearance, conversation about your own or someone else's sex life, or teasing or other conduct directed toward a person because of his or her gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to the Headmaster and the CEO. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the Headmaster and the CEO.

Note: If the Headmaster and the CEO is the person toward whom the complaint is directed you should contact any higher level manager in your reporting chain.

Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If you feel you have been subjected to any such retaliation, report it in the same manner you would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge.

All employees must cooperate with all investigations.

## 1-5. Workplace Violence

D.A.T.E. is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to The Academy and personal property.

We do not expect you to become an expert in psychology or to physically subdue a threatening or violent individual. Indeed, we specifically discourage you from engaging in any physical confrontation with a violent or potentially violent individual. However, we do expect and encourage you to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in The Academy policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or Supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; demonstrating a propensity to behave and react irrationally

#### **Prohibited Conduct**

Threats, threatening language or any other acts of aggression or violence made toward or by any The Academy employee **WILL NOT BE TOLERATED**. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto The Academy premises.

#### **Procedures for Reporting a Threat**

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom you feel comfortable. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede our ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If the Academy determines, after an appropriate good faith investigation, that someone has violated this policy, the Academy will take swift and appropriate corrective action.

If you are the recipient of a threat made by an outside party, please follow the steps detailed in this section. It is important for us to be aware of any potential danger in our offices. Indeed, we want to take effective measures to protect everyone from the threat of a violent act by an employee or by anyone else.

## Section 2 - Operational Policies

### 2-1. Employee Classifications

For purposes of this handbook, all employees fall within one of the classifications below.

**Full-Time Employees** - Employees who regularly work at least 40 hours per week who were not hired on a short-term basis.

**Part-Time Employees** - Employees who regularly work fewer than 40 hours per week who were not hired on a short-term basis.

**Short-Term Employees** - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Short-Term Employees generally are not eligible for The Academy benefits, but are eligible to receive statutory benefits.

In addition to the above classifications, employees are categorized as either "**exempt**" or "**non-exempt**" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such salary may be paid less frequently than weekly. You will be informed of your classifications upon hire and informed of any subsequent changes to your classifications.

### 2-2. Your Employment Records

In order to obtain your position, you provided us with personal information, such as your address and telephone number. This information is contained in your personnel file.

Please keep your personnel file up to date by informing Human Resources of any changes. Also, please inform Human Resources of any specialized training or skills you may acquire in the future, as well as any changes to any required visas. Unreported changes of address, marital status, etc. can affect your withholding tax and benefit coverage. Further, an "out of date" emergency contact or an inability to reach you in a crisis could cause a severe health or safety risk or other significant problem.

### **2-3. Timekeeping Procedures**

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is your responsibility to sign your time record to certify the accuracy of all time recorded. Any errors in your time record should be reported immediately to your Supervisor, who will attempt to correct legitimate errors.

### **2-4. Overtime**

Like most successful companies, we experience periods of extremely high activity. During these busy periods, additional work is required from all of us. Your Supervisor is responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide you with adequate advance notice in such situations.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) his/her normal hourly wage for all time worked in excess of forty (40) hours each week, unless otherwise required by law.

Employees may work overtime only with prior management authorization.

### **2-5. Safe Harbor Policy for Exempt Employees**

It is our policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure that you are paid properly and that no improper deductions are made, you must review your pay stubs promptly to identify and report all errors.

If you are classified as an exempt salaried employee, you will receive a salary which is intended to compensate you for all hours you may work for the Company. This salary will be established at the time of hire or when you become classified as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal and state law, your salary is subject to certain deductions. For example, unless state law requires otherwise, your salary can be reduced for the following reasons:

- Full-day absences for personal reasons.
- Full-day absences for sickness or disability.
- Full-day disciplinary suspensions for infractions of our written policies and procedures.
- Family and Medical leave absences (either full- or partial-day absences).
- To offset amounts received as payment from the court for jury and witness fees or from the military as military pay.
- The first or last week of employment in the event you work less than a full week.
- Any full workweek in which you do not perform any work.

Your salary may also be reduced for certain types of deductions such as your portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 401(k) or pension plan.

In any work week in which you performed any work, your salary will not be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability.
- Your absence on a day because your employer has decided to close a facility on a scheduled workday.
- Absences for jury duty, attendance as a witness, or military leave in any week in which you have performed any work (subject to any offsets as set forth above).
- Any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to your accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If you believe you have been subject to any improper deductions, you should immediately report the matter to your supervisor. If the supervisor is unavailable or if you believe it would be inappropriate to contact that person (or if you have not received a prompt and fully acceptable reply), you should immediately contact the Human Resources or any other supervisor in the Company with whom you feel comfortable.

## **2-6. Your Paycheck**

You will be paid semi-monthly for all the time you have worked during the past pay period.

Your payroll stub itemizes deductions made from your gross earnings. By law, the Academy is required to make deductions for Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Your payroll stub will also differentiate between regular pay received and overtime pay received.

If you believe there is an error in your pay, bring the matter to the attention of Human Resources immediately so the Academy can resolve the matter quickly and amicably.

Your paycheck will be given only to you, unless you request that it be mailed, or authorize in writing another person to accept your check for you.

## **2-7. Direct Deposit**

D.A.T.E. strongly encourages employees to use direct deposit. Authorization forms are available from Human Resources.

## **2-8. Performance Reviews**

Depending on your position and classification, D.A.T.E. endeavors to review your performance two (2) – three (3) times per year. However, please understand that a positive performance evaluation does not guarantee an increase in salary, a promotion, or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of management.

In addition to these formal performance evaluations, the Academy encourages you and your Supervisor to discuss your job performance on a frequent and ongoing basis.

## **Section 3 - Benefits**

### **3-1. Benefits Overview**

In addition to good working conditions and competitive pay, it is D.A.T.E.'s policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as vacations and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet your present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs D.A.T.E. provides for you and your family. Of course, the information presented here is intended to serve only as guidelines.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for your general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon your request from Human Resources. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, D.A.T.E. (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While the Academy intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If you have any questions regarding your benefits, please contact Human Resources.

### **3-2. Holidays**

Holidays paid in accordance with the district.

### 3-3. Sick Days

Full-time teacher and Paraprofessional are eligible to receive up nine (9) paid sick days each year. Administrations are eligible to receive twelve (12) paid sick days each year. If you will be out of work due to illness, you must call in and notify your supervisor as early as possible, but at least by the start of your workday. If you call in sick for three (3) or more consecutive days, you may be required to provide your supervisor with a doctor's note on the day you return to work.

Sick days must be taken during the year they are received. Accrued, unused sick time cannot be carried over from one year into the next and is not paid out at separation.

Sick days must be used in at least half-day increments.

While sick days are intended to cover only your own illnesses, if required by state law, up to half of your sick days may be used to care for a family member's (including civil union partners') illness.

Advanced but unaccrued sick days will be deducted from your final paycheck, to the extent permitted by state law.

### 3-4. Maternity Leave

Maternity leave benefits can be claimed by full-time employees who have worked at the Company for at least 12 consecutive months, following the birth of a child. Generally, six consecutive weeks of maternity leave benefits will be granted to eligible employees. This benefit is calculated (based on the following chart) including any short-term disability benefits.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the "Leaves of Absence" section of this handbook for more information.

### 3-5. Lactation Breaks

The Academy will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child, in accordance with and to the extent required by applicable law. The break time, if possible, must run concurrently with rest and meal periods already provided to the employee. If the break time cannot run concurrently with rest and meal periods already provided to the employee, the break time will be unpaid, subject to applicable law.

The Academy will make reasonable efforts to provide employees with the use of a room or location other than a toilet stall for the employee to express milk in private. This location may be the employee's private office, if applicable. The Academy may not be able to provide additional break time if doing so would seriously disrupt the Company's operations, subject to applicable law. Please consult the Human Resources Department if you have questions regarding this policy.

Please advise management if you need break time and an area for this purpose. Employees will not be discriminated against or retaliated against for exercising their rights under this policy.

### **3-6. Personal Days**

Full-time employees are eligible to accrue up to three (3) paid personal days per calendar year on a pro-rata basis. However, during the calendar year in which a full-time employee is first hired, those full-time employees hired after June 30 will be eligible to accrue personal days on a pro-rata basis and to use up to two (2) paid personal days. Any additional personal time that must be taken by eligible employees generally will be unpaid. The maximum amount of personal days that can be taken without pay is three (3).

Part-time employees accrue personal days in a similar manner, except on a pro-rated basis depending upon the number of hours they work.

Accrued, unused personal and sick days are carried over at the end of the calendar year. Professional days are not carried over.

Personal days must be scheduled at least one week in advance and subject to substitute teacher availability.

Management reserves the right in its sole discretion to deny any requests.

Advanced but unaccrued personal days will be deducted from your final paycheck, to the extent permitted by law.

### **3-7. Insurance Programs**

Full-time employees may participate in the Academy's insurance programs. Under these plans, eligible employees will receive comprehensive health and other insurance coverage for themselves and their families, as well as other benefits.

Upon enrolling in these plans, you will receive summary plan descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to speak to Human Resources if you have any further questions.

### **3-8. Workers' Compensation**

On-the-job injuries are covered by our Workers' Compensation Insurance Policy, which is provided at no cost to you. If you are injured on the job, no matter how slightly, report the incident immediately to your Supervisor. Failure to follow The Academy procedures may affect your ability to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

### **3-9. Jury Duty Leave**

D.A.T.E. realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. You are expected, however, to provide the Academy with proper notice of your request to perform jury duty and with your verification of service. You also are expected to keep management informed of the expected length of your jury duty service and to report to work for the major portion of the day if you are excused by the court. If the required absence presents a serious conflict for management, you may be asked to try to postpone your jury duty. Employees on jury duty leave will be paid for their jury duty service in accordance with state law; however, exempt employees will be paid their full salary for any week in which they perform any work for the Academy.

### **3-10. Bereavement Leave**

We know the death of a family member is a time when you wish to be with the rest of your family. If you are a full-time employee and you lose a close relative, you will be allowed time off to assist in attending to your obligations and commitments. For the purposes of this policy, a close relative includes a spouse, domestic partner, child, parent, sibling or any other relation required by applicable law. Leave days may only be taken on regularly scheduled, consecutive workdays following the day of death. You must inform your Supervisor prior to commencing bereavement leave. In administering this policy, the Academy may require verification of death.

### **3-11. Voting Leave**

In the event an employee does not have sufficient time outside of working hours to vote in a statewide election, if required by state law, the employee may take off enough working time to vote. Such time will be paid if required by state law. This time should be taken at the beginning or end of the regular work schedule. Where possible, your Supervisor should be notified at least two days prior to the voting day.

### **3-12. Employee Assistance Program**

D.A.T.E. provides an employee assistance program for employees. This program offers qualified counselors to help you cope with personal problems you may be facing. Further details can be obtained by contacting an EAP counselor at (855) 268-1006.

## **Section 4 - Leaves of Absence**

### **4-1. Personal Leave**

If you are ineligible for any other The Academy leave of absence, D.A.T.E., under certain circumstances, may grant you a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and you are not eligible for leave under the federal Family and Medical Leave Act (FMLA) or any state leave law, medical certification also must be submitted. Your request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as your performance and attendance records. The amount of time will be determined at the time of request. However a personal leave may be extended if, prior to the end of your leave, you submit a written request for an extension to management and the request is granted. During your leave, you will not earn vacation, personal days or sick days. We will continue your health insurance coverage during your leave if you submit your share of the monthly premium payments to the Academy in a timely manner, subject to the terms of the plan documents.

When you anticipate your return to work, please notify management of your expected return date. This notification should be made at least one week before the end of your leave.

Upon completion of your personal leave of absence, the Academy will attempt to return you to your original job, or to a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of your availability to return to work, failure to return to work when notified, or your continued absence from work beyond the time approved by the Academy will be considered a voluntary resignation of your employment.

Personal leave runs concurrently with any The Academy-provided Short-Term Disability Leave of Absence.

### **4-2. No Time Off**

The last two weeks of school will be considered critical days. No time off request will be granted, if you miss any day due to illness you will need to provide medical documentation.

### **4-3. Short Term Personal Leave**

A request for personal leave shall be made to the immediate supervisor no fewer than five days prior to the requested leave. The employee's request shall be subject to the availability of a substitute, if necessary.

When the maximum leave days are not utilized in a contract year, the accumulated days shall remain in the employee's sick leave account. However, this shall not be interpreted to mean that the employee can utilize more than three days (four days for twelve month employees) of personal leave per contract year.

Personal leave shall not be granted for the following days:

1. Pre-planning and post-planning
2. The day before or after a school holiday (Holiday shall be defined as a day, other than Saturday or Sunday, on which school is closed)
3. Staff development or work days scheduled during the school year

### **Emergency Short Term Personal Leave**

The Headmaster may grant emergency short-term personal leave at his/her discretion. A separate written request indicating reason for emergency leave shall accompany the personal leave request form when any of the following conditions exist:

1. An emergency, which is beyond the employee's control and eliminates his/her ability to abide by the five-day rule.
2. Extenuating circumstances, which require the employee's absence in cases ordinarily disallowed under short-term personal leave.

Depending upon the urgency of the situation immediate supervisor shall deal with emergency personal leave in any one of the following ways

1. Allow employee to take emergency leave without penalty as of his/her three personal leave days (four days for twelve month employees)
2. Allow employee to take personal leave which will count against the three allowable days (four days for 12 month employees) and will reduce his/her pay by the amount of the cost for a substitute teacher for each day absent
3. Allow employee to take leave without pay for the day(s) requested that will count against his/her three days of personal leave (four days for 12 month employees)
4. Refuse to allow employee to be absent from his/her job

### **Additional Short Term Personal Leave**

The Headmaster may grant up to two days (three days from twelve month employees) of short-term personal leave beyond the three personal leave days (four days for twelve month employees) mentioned above at his/her discretion. A separate written request indicating reason shall accompany the personal leave request form. Such request shall be allowed only after the three personal leave days (four days from twelve month employees) have been used and shall be subject to the availability of a substitute, if necessary.

The Headmaster shall deal with additional short-term leave in one of the following ways:

1. Allow employee to take additional short term leave which will reduce his/her pay by the amount of a day's salary for each day absent
2. Refuse to allow employee to be absent from his/her job.

### **4-4. Military Leave**

If you are called into active military service or you enlist in the uniformed services, you will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, you must provide management with advance notice of your service obligations unless you are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable for you to provide such notice. Provided your absence does not exceed applicable statutory limitations, you will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Please ask management for further information about your eligibility for Military Leave.

If you are required to attend yearly Reserves or National Guard duty, you can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). You should give management as much advance notice of your need for military leave as possible so that we can maintain proper coverage while you are away.

### **4-5. Family and Medical Leave**

#### **The Leave Policy**

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Director of Human Resources.

## I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by a covered Company\* for at least 12 months (which need not be consecutive); 2) have been employed by the Company for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

**\*Note a covered Company is one which has employed 50 or more employees for at least 20 workweeks in the current or preceding calendar year,**

## II. Entitlements

The FMLA provides eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

### A. Basic FMLA Leave Entitlement:

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is based a **"rolling" 12-month period measured backwards from when an employee first uses FMLA leave** from the date an employee uses his/her FMLA leave. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition**;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

**Qualifying exigencies** may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

### **B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)**

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "**covered servicemember**" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." **Covered servicemembers** also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

### **C. Intermittent Leave and Reduced Leave Schedules**

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

#### **D. No Work While on Leave**

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

#### **E. Protection of Group Health Insurance Benefits**

During FMLA leave, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work.

#### **F. Restoration of Employment and Benefits**

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the Company substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The Company will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

#### **G. Notice of Eligibility for, and Designation of, FMLA Leave**

Employees requesting FMLA leave are entitled to receive written notice from the Company telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the Company's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The Company may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the Company's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the Company and employee can mutually agree that leave be retroactively designated as FMLA leave.

### **III. Employee FMLA Leave Obligations**

#### **A. Provide Notice of the Need for Leave**

Employees who take FMLA leave must timely notify the Company of their need for FMLA leave. The following describes the content and timing of such employee notices.

## 1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform Human Resources or the Headmaster/CEO of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the Company to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the Company's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the Company has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

## 2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the Company notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

## **B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules**

When planning medical treatment, employees must consult with the Company and make a reasonable effort to schedule treatment so as not to unduly disrupt the Company's operations, subject to the approval of an employee's health care provider. Employees must consult with the Company prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the Company and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the Company may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the Company may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the Company of the reason why such leave is medically necessary. In such instances, the Company and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the Company's operations, subject to the approval of the employee's health care provider.

## **C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)**

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide the Company with timely, complete and sufficient medical certifications. Whenever the Company requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the Company's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The Company shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The Company will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the Company (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the Company with authorization allowing it to clarify or authenticate certifications with health care providers, the Company may deny FMLA leave if certifications are unclear.

Whenever the Company deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

### **1. Initial Medical Certifications**

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the Company has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the Company's expense. If the opinions of the initial and second health care providers differ, the Company may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the Company and the employee.

### **2. Medical Recertifications**

Depending on the circumstances and duration of FMLA leave, the Company may require employees to provide recertification of medical conditions giving rise to the need for leave. The Company will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

### **3. Return to Work/Fitness for Duty Medical Certifications**

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the Company medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The Company may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

#### **D. Submit Certifications Supporting Need for Military Family Leave**

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the Company may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the Company may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the Company may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

#### **E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work**

Employees must periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the Company with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date. If employees give the Company unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the Company's obligation to maintain applicable health benefits (subject to COBRA requirements) and to restore their positions will cease.

#### **F. Substitute Paid Leave for Unpaid FMLA Leave**

Employees may (unless the Company specifically informs employees otherwise) use any accrued paid time off while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA/CFMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, the Company will allow employees to use accrued paid time off to supplement any paid disability benefits.

## **G. Pay Employee's Share of Health Insurance Premiums**

During FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the Company notifies employees of other arrangements, whenever employees are receiving pay from the Company during FMLA leave, the Company will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a pre-pay or pay as you go method. Employees should contact their immediate supervisor to make these arrangements.

The Company's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the Company will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the Company for the cost of the premiums the Company paid for maintaining coverage during their unpaid FMLA leave.

## **IV. Exemption for Highly Compensated Employees**

The Company may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to the Company. (This fact-specific determination will be made by the Company on a case-by-case basis.) The Company will notify you if you qualify as a "highly compensated" employee, if the Company intends to deny reinstatement, and of your rights in such instances.

## **V. Questions and/or Complaints about FMLA Leave**

If you have questions regarding this FMLA policy, please contact Human Resources or the Headmaster/CEO. The Company is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Human Resources Department immediately. The Company will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

## **VI. Coordination of FMLA Leave with Other Leave Policies**

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the Company's other leave policies in your Company handbook as applicable or contact Human /Resources

## Section 5 - General Standards of Conduct

### 5-1. Workplace Conduct

D.A.T.E. endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the Academy's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing or defacing D.A.T.E. property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. The unlawful or unauthorized use, abuse, solicitation, distribution, theft, possession, transfer, purchase, or sale of drugs, drug paraphernalia or alcohol by an individual anywhere on Company premises, while on Company business (whether or not on Company premises), or while representing the Company, reporting to work or remaining on duty after using drugs or alcohol in any amount that adversely affects the employee's ability to perform the functions of the job. Please refer to your Company's specific policy (if any) for additional information.
6. Fighting, threatening or disrupting the work of others or other violations of D.A.T.E.'s Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness or unexcused absences.
10. Gambling on The Academy property.
11. Willful or careless destruction or damage to Company assets or to the equipment or possessions of another employee.

12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of D.A.T.E.'s Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of Company policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and D.A.T.E. reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The Academy will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, D.A.T.E. will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate an employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

## **5-2. Employee Compliant**

- The D.A.T.E. and Environment always attempts to maintain a positive, productive working atmosphere, there are, however, occasions when problems or complaints arise. When this occurs, it is important that these matters be addressed so that a solution can be reached. The D.A.T.E. and Environment cannot assist an employee with job related concerns unless they are made known.
- The D.A.T.E. and Environment has adopted a procedure to handle problems and complaints relating to the employee's position and working environment. Employees should exhaust the complaint procedure, outline below, before asserting rights in any other from:
- A complaint or concern, with regard to the job, should immediately be discussed with your Department Supervisor.
- If the Supervisor does not satisfactorily resolve the matter, meet with the appropriate Administrator (i.e. Headmaster, Regional Director, etc) who will attempt to work out a satisfactory solution.
- If a reasonable solution is still not achieved, speak to the D.A.T.E. and Environment's Board of Directors.

- We encourage employees to bring problems to the Supervisors and the use the internal compliant procedure outlined. Management will listen to all employee concerns with respect and do its best to achieve a fair resolution.
  - In accordance with the Georgia Board of Education and Georgia law, all certified personnel should have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible,

The Board of Directors encourages all employees to resolve their complaints informally in a spirit of collegiality when possible. This policy is available when such efforts do not succeed or when, for any other reason, a certified employee desires to pursue this procedure.

#### 1. Definitions

- a. Compliant means any claim by a certified employee who is substantially affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements with which the school system is required to comply.
- b. Complainant means the certified employee filing a complaint.
- c. Administrator means the individual designated by the school system to preside over and make decisions with respect to a specific complaint. In the absence of any other designation, the Headmaster shall be the level one administrator with respect to all teachers, coaches, and other certified personnel assigned to a particular school. For all other certified employees, the Headmaster shall be the level one administrator.

#### Right to Make Complaint: Scope

Any certified employee who is substantially affected in his or her employment relationship by an alleged violation or misapplication of statutes, policies, rules or regulations governing the school system shall have the right to pursue a complaint. However, the complaint procedure shall not extend to the following:

- a. Termination, non-renewal, demotion, suspension, or reprimand of any employee as set forth in the Fair Dismissal Law, O.C.G.A. 20-2-940, et. seq.
- b. Personnel evaluations and professional development plans pursuant to O.C.G.A. 20-2-210 and job performance
- c. Revocation, suspension, or denial of certificates of any employee as set forth in O.C.G.A. 20-2-790 et. seq.
- d. Complaints with respect to the employment contract.

#### Level One: Presentation/Contents

The complaint shall be presented in writing to the level one administrator within 10 calendar days of the incident or matter for which the complaint is filed. The written complaint shall include the following:

- a. Complainant's mailing address to which notices and all other documents may be mailed

- b. Intent of complainant to utilize this complaint procedure
- c. Reference or description of statute, policy, rule, or regulation, alleged to have been violated or misapplied.
- d. Brief statement of the facts reasonably calculated to show how such statute, policy, rule or regulation was violated or misapplied and how it substantially affects the employment relationship of the complainant
- e. Statement of the relief desired

#### Level One: Filing/Hearing/Decision

The level one administrator shall stamp/write the date of filing on the complaint. The administrator shall give notice to the complainant of the time and place of the hearing, either by mail or by hand delivery of a person designated by the Headmaster. When notice is given by mail, it shall be sent by certified mail to the address set forth in the complaint. If no address is included in the complaint, then the notice shall be sent to the complainant's last known address on file with board of education.

At the hearing the complainant shall be afforded an opportunity to be heard, to present relevant evidence, and to examine witnesses giving testimony when practicable. The level one administrator shall keep an accurate record of the proceedings by mechanical means and shall preserve the evidence, all of which be available to the parties involved.

A decision shall be made on the complaint within 10 calendar days of the complainant's, and the decision shall be dated. A copy shall be given to the complainant within 20 days of the decision in the same manner provided above for giving notice of the hearing. The decision shall be dated and shall set forth the nature of the complaint, the decision made, and a brief statement of the reasons for the resolution reached.

Note: For certified personnel such as Headmasters and central office personnel, the level one administrator shall be the Headmaster. When the initial presentation is made to the Headmaster as level one administrator, any appeal shall be taken (directly to the board of education as specified in Section 7.

#### Level Two: Appeal From Level One to Level Two Administrator

A complainant dissatisfied with a level one decision shall be entitled for appeal to the level two administrators or designee by filing written notice of appeal with the office of the Headmaster. The appeal shall be filed within 10 calendar days-of the date of the level one decision. The level two administrator shall stamp/write the date of {He filing on the appeal and shall notify the complainant in writing of the time and place of the hearing in the same manner provided for notice in Section 5.

The level two administrators shall obtain copies of all minutes-, documents, and other records relating to the complaint and shall conduct a hearing and render a decision within 10 calendar days of the date of the filing of the appeal.

The hearing may be conducted by any level two administrator's designated representative who shall promptly submit his or her recommendation and filings to the level two administrators for final decision. The level two administrators or his/her designee shall keep an accurate record of the proceedings by mechanical means and shall preserve the evidence, all of which shall be available to the parties involved. The decision shall be written and dated, shall set forth the reasons supporting the decision, and shall be sent to the complainant in the same manner as provided in Section 5,

#### Level Three: Appeal to Board of Education

A complainant or level one administrator dissatisfied with the decision of the level two administrators may appeal to the board of education by filing written notice of appeal with the office of the Headmaster. The appeal must be filed within 10 calendar days of the date of the decision. The Headmaster shall stamp/write the date of filing on the appeal. The appeal shall be heard and a determination made by the board of education within 20 calendar days of the date of filing the complaint.

The complainant and administrator shall be entitled to appear before the board of education, or any hearing officer designated by the board, and is heard. The board of education may direct that a pre-hearing conference be held prior to the hearing to identify issues and facilitate presentation. Notice of the time and place of the pre-hearing/hearing shall be given in same manner as provided in Section 5. The proceedings before the board of education or its designated representative shall be recorded by mechanical means and the evidence preserved, all of which shall be available to the parties involved.

#### Overall Time Limit for Resolution of Complaint

All complaints including any relevant appeals before the board of education shall be decided within 60 calendar days after a complaint is filed. When a complaint is not processed by the administrator within the time frame stated in this policy, the complaint shall be forwarded to the next level.

#### Representation

At the level involving the Headmaster or the board of education, the complainant and the administrator are entitled to have a representative, legal or non-legal, present to assist in the presentation of or response to the complaint. The presence of any individual other than the complainant and the administrator or any lower level is prohibited.

At the board of education level, the board may have an attorney present to serve as the law officer who shall rule on issues of law but who shall not participate in the presentation of the case for the administrator or the complainant.

If the board elects to have an attorney present to assist the board, the complainant shall be notified in writing in the same manner as provided in Section 5 at least 5 calendar days prior to the hearing.

Nothing herein shall be interpreted as authorizing or permitting collective bargaining by or on behalf of any employee or group of employees.

#### De Novo Determination/New Evidence

The complainant shall not present additional evidence at any level of the complaint process unless he/she submits the evidence in writing to the administrator presiding over the complaint at least five days prior to the set date for a level two or level three hearing. The board of education, when hearing an appeal from a prior level, shall hear the complaint de novo, i.e. the decision shall be made as if the matter had been considered at that level initially.

Any time a complainant is permitted to present additional evidence that was not presented at any prior level and it is determined that such evidence might have produced a different decision on the complaint, the complaint may be remanded to the previous level for reconsideration, and a decision shall be rendered within 10 calendar days thereafter.

#### Exhaustion of Remedies/Duplicate Review prohibited

All certified employee shall exhaust the procedures and remedies of this policy with respect to all complaints coming within the scope of Section 3. The only exception shall be an appeal under O.C.G.A. 20-2-1160. If a certified employee chooses to make an appeal based on this code, the employee shall be barred from pursuing the same complaint under this policy.

#### Costs

All costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties involved. The only exception shall be that the local board of education shall be responsible for the cost of preparing and preserving the record of proceedings.

#### Appeals to Georgia Board of Education

Appeals from the decision of the local to the Georgia Board of Education shall be governed by Georgia Board of Education Rule BCAEA: Appeals Hearings and O.C.G.A. 20-2-116Q.

#### Reprisal

A complainant shall not be subjected to any reprisal as a result of filing a complaint under this policy. Should any reprisal occur, the complainant may refer the matter to the Professional Practices Commission.

### Effective Date

This policy shall apply to all complaints related to incidents occurring on or after December 1, 1988.

### Repealed

All policies and parts of policies in conflict with this policy are hereby repealed.

It shall be the policy of the Board to encourage employee input into the decision making process. The Headmaster is authorized to establish such committees as necessary to recommend policies and rules for the proper functioning of the system.

In the development of rules, regulations, and arrangements for the operation of the school system, the Headmasters shall include at the planning stage whenever feasible those employees who will be affected by such provisions.

The Headmaster shall evolve with professional and nonprofessional employee channels for the ready intercommunication of ideas and feelings regarding the operation of the schools.

Personnel records are confidential and shall only be available to employees designated by the Headmaster to have access in order to carry out their job responsibilities,

The board of education believes that all employees should be able to work in an environment free from all forms of discrimination, including sexual harassment. Any such discrimination is prohibited by the board of education, and any violation may subject an employee to disciplinary action.

Unwelcome sexual advances, requests for sexual favors, and other inappropriate conduct of a sexual nature constitute sexual harassment when any of the following occur:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
2. Submission to, or rejection of, such conduct by an employee is used as a basis for employment decisions affecting the employee
3. Such conduct has the purpose of substantially interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment

An employee who feels that he/she has been subjected to any form of sexual harassment shall address the concern through procedures specified in policy GAAA: Nondiscrimination and the accompanying rule.

Complaints made to the D.A.T.E. and the Environment regarding alleged discrimination on the basis of race, color, national origin, and sex or on the basis of handicap, in violation of Title(s) II, VI, IX, or Section 504/ADA, shall be handled according to the following:

1. Any student, employee, or other person alleging a violation as described above shall promptly notify in writing the appropriate equity coordinator who shall in turn provide the equity chairperson with a copy of the written notification.
2. The coordinator shall have fifteen days to investigate the complaint and to attempt resolve the complaint with the complainant and any other persons involved. The coordinator shall detail in writing any action to be taken in response to the complaint and the time frame in which such action will be taken. The coordinator shall furnish copies of this response to the complainant, the equity chairperson, and the Headmaster.
3. If the complaint is not resolved at the conclusion of this fifteen day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right to refer in writing his/her complaint to the Headmaster within five days of receiving a copy of the written response.
4. The Headmaster shall have fifteen days to review both the complaint and the response and to attempt to resolve the complaint. The Headmaster shall furnish to the complainant a written response either stating his/her approval of the specified action or provide alternative action and the timeframe in which such actions shall be taken.
5. If the complainant is dissatisfied with the response of the Headmaster, then the complainant shall have the right, within fifteen days of receiving the Headmaster's written response, to have the complaint referred to the board. Within this time frame the complainant must file with the Headmaster a written statement requesting that the complaint be referred to the board, indicating the reasons he or she disagrees with the response of the Headmaster, and suggesting action for the school system to take.
6. Within thirty days of receiving of the written request of the complainant, the Headmaster shall present the matter to the board at its regular meeting or at a special meeting called for that purpose. The board shall review the original complaint, the response of the coordinator, the response of the Headmaster, and the response of the complainant. In addition, the board may hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
7. As final authority within the academy, the board shall either uphold the recommendations of the Headmaster or require the academy to take alternative action in response to the complaint. A copy of the action of the board shall be furnished to the complainant as part of the board minutes or as a separate written statement.
8. This procedure is not intended to deprive any employee of any right he/she may have to file a grievance pursuant to any other board policy. This procedure is not intended to provide an alternative process for resolving evaluation and employment disputes where there already exists a due process procedure mandated by state law or Georgia Department of Education regulations including, but not limited to, hearings conducted pursuant to the Fair Dismissal Act of Georgia. The complainant retains the right to contact the Office of Civil Rights with regards to any allegations that the system has violated the statutes described above.
9. This procedure is available to students, employees, and the general public through school board policy manuals available in each school office, each school media center, and the central office.

### 5-3. Discipline Policy

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

**PURPOSE:** This comprehensive policy establishes the discipline and discharge procedures for all school-based and non-school-based employees of the D.A.T.E. of Technology and Environment. Establishing a comprehensive policy that applies to all employees will avoid confusing and contradictory practices, provide a just and equitable disciplinary process, encourage progressive discipline to regulate and improve employee conduct, and provide notice to all employees that clearly identifies expected conduct and the disciplinary consequences when misconduct occurs.

The Board is vested with the authority to establish terms and conditions of employment and to establish procedures to discipline its employees that engage in acts of misconduct. The following is an outline of the attached comprehensive Employee

#### **Discipline and Due Process Policy:**

Sections I Scope and Progressive Discipline: Progressive discipline is a systematic approach to correct unwanted behavior and deter its occurrence by administering disciplinary actions based upon various factors, including but not limited to;

- (1) the seriousness of the offense;
- (2) the number of times it has occurred;
- (3) prior acts of misconduct;
- (4) the length of time between infractions
- 5) the attitude and cooperation of the employee; (6) the employee's work history; and (7) the totality of the circumstances.

Section II Acts of Misconduct - Five Categories: These identified and defined Acts of Misconduct place employees on notice of conduct that will result in disciplinary action if violated. The Acts of Misconduct are ranked such that the severity of the disciplinary option is increased based on the seriousness of the offense. All Group five Acts of Misconduct are automatically dischargeable offenses.

Section III Disciplinary Action: Employees may be disciplined as follows for violating an act of misconduct: (1) written reprimand; (2) suspension without pay; (3) demotion; (4) transfer; (5) receipt of a warning resolution; or (6) discharge.

## **INTRODUCTION AND SCOPE OF POLICY**

The Employee Discipline and Due Process Policy ("Policy") applies to all employees of the D.A.T.E. and Environment, Inc., except where specifically noted. The Board of Directors ("Board") is a public employer that requires its employees to perform their job duties and responsibilities in a manner that promotes the best interests of the students of D. A. T. E., furthers the goals of D. A. T.E., and results in the highest levels of public trust and confidence. In accordance with state law, this Policy grants the authority and responsibility to take disciplinary action against Board employees, up to and including discharge. This Policy also grants the Chief Executive Officer /Headmaster as delegated by the Board, the authority and responsibility to discipline. This Policy is a general statement of disciplinary procedures

### **I. PROGRESSIVE DISCIPLINE**

The Board embraces the concept of progressive and corrective discipline for employees. The Board encourages its managers and supervisors to use progressive discipline when they believe that an employee is amenable to correcting his misconduct. Progressive discipline is a systematic approach to correct unwanted behavior and deter its occurrence by administering disciplinary actions based upon various factors, including but not limited to: (1) the seriousness of the offense; (2) the number of times it has occurred; (3) prior acts of misconduct; (4) the length of time between infractions (5) the attitude and cooperation of the employee; (6) the employee's work history; and (7) the totality of the circumstances. While the Board encourages the use of progressive discipline, circumstances dictate that it cannot be used for every act of misconduct. Therefore, the Board uses progressive discipline at its discretion and does not solely rely on this concept in every instance when taking disciplinary action. While it is not possible to list every act which will or might result in disciplinary action, the actions described in the Acts of Misconduct Section reflect conduct which is deemed to be inappropriate and which may result in disciplinary action. The Acts of Misconduct Section is not exhaustive; put is offered instead to generally provide notice of inappropriate conduct. The Chief Executive Officer, or his designee, may hold that conduct other than that referenced in the Acts of Misconduct Section is improper and warrants discipline. Further, the Chief Executive Officer, or his designee, has the discretion to determine what degree of discipline is appropriate after weighing all the situational factors involved in the misconduct.

### **ACTS OF MISCONDUCT**

Group 1 Acts of Misconduct includes the following minor acts of inappropriate behavior:

1-1 Failing to submit lesson plans or other reports as directed by the Headmaster, Department Head, or Chief Administrator in a timely manner.

1-2 Smoking on school or Board property.

1-3 Failing to display proper identification after being directed to do so,

1-4 Failing to inform the school or assigned work location of absences or tardiness in a timely manner without reasonable justification.

1-5 Failing to report to school or assigned work location in a timely manner without reasonable justification.

1-6 Failing to return to work on time after breaks, lunch, or rest periods without prior authorization to extend the time of such breaks, lunch, or rest periods,

1-7 Using paging, cellular, and other electronic devices while supervising students, during instructional time, or at other inappropriate times without authorization.

1-8 Negligently failing to carry out a rule, order, or directive related to the performance of one's duty.

1-9 Treating discourteously anyone in the classroom, on school grounds or assigned work location, or while attending school functions.

1-10 Violating School rules, or Board rules, policies or procedures that result in minor acts of inappropriate behaviors in the classroom, or on school grounds or assigned work location, or while attending school functions.

### **Disciplinary Options**

#### Written Reprimand

Group 2 Acts of Misconduct includes the following acts of inappropriate behavior:

2-1 Repeated or flagrant acts of Group I misconduct.

2-2 Leaving the classroom, duty assignment, or school without permission.

2-3 Using verbally abusive language on school or Board property, but not in front of students

2-4 Irregular or poor attendance, tardiness, or a pattern of repeated absence or tardiness at a specific time or on specific days of the week or month, or in relation to holidays.

2-5 Negligently supervising students.

2-6 Inattention to duty including, but not limited to, sleeping on duty, or loitering in the work area.

2-7 Insubordination such as the failure to carry out a rule, order, or directive related to the performance of one's duty.

2-8 Posting or distributing written materials on school or Board grounds in violation of Board rules or policies.

2-9 Incompetently or inefficiently performing one's duties. (A teacher's unsatisfactory Performance of pedagogical duties should be addressed through a remediation Process).

2-10 Using corporal punishment that does not result in the physical contact with a student (e.g., humiliating a student, forcing a student to stand or kneel for an inordinate period of time, forcing a student into a physical position that causes pain, or requiring isolated time outs that violates isolated time out procedures).

## GROUP 2 ACTS OF MISCONDUCT

2-12 Violating School rules, or Board rules, policies or procedures that result in acts of inappropriate behaviors in the school, or on the school grounds or assigned work location, or while attending school functions.

### **Disciplinary Options**

- Written Reprimand;
- Suspension Without Pay (1 to 5 days); and/or

Group 3 Acts of Misconduct includes the following acts that disrupt the orderly

Educational process:

3-1 Repeated or flagrant acts of Group 2 misconduct.

3-2 Using school or Board property or services without authorization.

3-3 Using verbally abusive language to or in front of students.

3-4 Using physical restraint on a student that violates physical restraint procedures.

3-5 Making false, inaccurate, or deliberately incomplete statements in an official inquiry, investigation, or other official proceeding.

3-6 Violating confidentiality of employee personnel records, student records, or other school or Board records.

3-7 Violating or failing to perform any duty required by the Board's Code of Ethics.

3-8 Directing, authorizing, allowing or asking an employee to perform services, with or without pay, for unauthorized purposes or accepting the benefits of such performance.

3-9 Having recurrently poor attendance, tardiness, or a repeated pattern of absences or tardiness at a specific time or on specific days of the week or month, or in relation to holidays,

3-10 Using sick leave in an unauthorized manner for purposes other than allowed under Board Rules and regulations.

3-11 Negligently failing to comply with laws or rules governing health, safety or sanitary conditions of a school or Board property.

3-12 Intentionally failing to manage or supervise staff such that the health, safety, or sanitary conditions of a school are compromised.

3-13 Acting negligently so as to damage Board property.

3-14 Engaging in a profession, business, trade, investment, occupation^ or other activity that conflicts with an employee's job duties and responsibilities with the Board,

3-15 Transporting any student without written consent from the school and parent or legal guardian of the student.

### GROUP 3 ACTS OF MISCONDUCT

3-17 Violating School rules, Board rules, policies or procedures that result in behaviors that disrupt the orderly educational process in the classroom, in the school, and may occur on or off the school grounds or assigned work location.

### **Disciplinary Options**

- Suspension Without Pay (1-15 days); and/or

Group 4 Acts of Misconduct includes the following acts that seriously disrupt the orderly educational process:

4-1 Repeated or flagrant acts of Group 3 misconduct.

4-2 Using racial, cultural, ethnic, or religious epithets, or threatening language.

4-3 Assaulting, threatening, intimidating, or physical or verbal abuse, by any employee against any person on school grounds which results in physical contact; or provoking or inciting another person to engage in such conduct.

4-4 Using the office, work site, work locations, work vehicle, work tools, or work materials or supplies to conduct a secondary business, trade or occupation.

4-5 Unauthorized entry onto D.A.T.E.

4-6 Any serious violation of the D.A.T.E. Code of Ethics that may result in direct or indirect financial impropriety, among other things.

4-7 Sexually harassing an employee, student, or individual in violation of the Board's Sexual Harassment Policy.

4-8 Failing to cooperate with and truthfully answer inquiries of the Board's Sexual Harassment Policy.

4-9 Discriminating against an employee, student, or applicant because *of* race, color, religion, sex, disability (including, but not limited to, HIV status), national origin, age, or sexual orientation.

4-10 Discriminating in the performance of job duties against any member of the public because of race, color, religion, sex, disability (including, but not limited to, HIV status), national origin, age, or sexual orientation.

4-11 Falsifying any attendance or other employment records, including, but not limited to, signing or swiping another employee's time record.

4-12 Theft or unauthorized possession of school or Board property,

4-13 Excessively poor attendance or tardiness.

4-14 Requesting or taking a leave of absence on fraudulent grounds,

#### GROUP 4 ACTS OF MISCONDUCT

4-15 Submitting false or fraudulent residency information in violation of the Board's residency policy.

4-16 Retaliating against an employee or student; (a) who reasonably and in good faith has filed a grievance, charge, or complaint regarding the terms or conditions of employment; or (b) against an employee who has properly testified, assisted or participated in any manner in an investigation, proceeding or hearing regarding such grievance, charge or complaint.

4-17 Forging or falsifying official school or Board documents.

4-18 Engaging in any act with the intent of providing inappropriate assistance to a student before, during, or after a test, or engaging in any act that an employee knew or should have known would compromise the integrity of the testing process.

4-19 Soliciting funds for personal gain.

4-20 Fiscal mismanagement or waste of funds.

4-21 Misappropriating any funds of the Board or any other public or private organization.

4-22 Intentionally failing to comply with laws or rules governing health, safety or sanitary conditions of a school or Board property.

4-23 Acting intentionally to damage Board property.

4-24 Negligently supervising students where physical or psychological injury results.

4-25 Using corporal punishment that results in the deliberate use of physical force with a student (e.g., slapping, hitting, pushing, shaking, twisting, pinching, choking, swatting, head banging, or other physical contact; using any type of object or instrument that has contact with a student).

4-26 Violating School rules, Board rules, policies or procedures that result in behaviors that seriously disrupt the orderly educational process in the classroom, in the school, and may occur on or off the school grounds or assigned work location.

### **Disciplinary Options**

- Suspension Without Pay (1-30 days);
- Discharge.

Group 5 Acts of Misconduct includes the following acts that grossly disrupt the orderly educational process

5-1 Repeated or flagrant acts of Group 4 misconduct.

5-2 Absence without leave or authorization ("AWOL").

5-3 Losing one's professional or other license or failing to obtain prerequisites necessary to hold or renew professional or other license.

5-4 Falsifying employment records, or committing other fraudulent acts in attempting to secure employment.

5-5 Involvement in the illegal sale, delivery, receipt, possession, or use of any controlled substance either on or off the job site during hours of employment or non-workingtime.

5-6 Conviction for an enumerated crime as defined in the Georgia School Code.

5-7 Possessing, carrying, storing, or using weapons or dangerous chemicals on the job when not authorized to do so.

5-8 Soliciting or accepting for personal use any fee or other valuable thing that may be construed as a bribe. That is when such fee, gift, or other valuable thing is solicited by or given to the employee, in hope or expectation of receiving treatment better than that accorded other persons, or using one's office so as to give the appearance of such impropriety,

5-9 Any cruel, immoral, negligent, or criminal conduct or communication to a student, that causes psychological or physical harm or injury to a student

5-10 Soliciting, commanding, urging, inciting or requesting a sexual act of a student; or intentionally or knowingly engaging in any sexual conduct or act with a student.

5-11 Reporting to work under the influence of alcohol or illegal drugs.

## **GROUP 5 ACTS OF MISCONDUCT**

5-14 Drinking, using, or possessing alcoholic beverages or illegal drugs, or using Legal drugs in a manner not prescribed by a physician, while at work.

5-15 Engaging in any act or conduct prohibited by Board Rules,

5-16 Any communication in the presence of students that portrays person(s) as criminal, immoral, indecent, or lacking in virtue, or intended to incite hatred, violence, abuse, or hostility toward a person or group of persons by reason of or by reference to that person's religion, race, color, ethnicity, nationality, sex, age, disability, or sexual orientation.

5-17 Violating the School rules, or Board rules, policies or procedures which result in behaviors that grossly disrupt the orderly educational process in the classroom, in the school, and may occur on or off school grounds or assigned work location.

## **Disciplinary Options**

- Dismissal; and/or
- Referral to proper authorities for criminal prosecution. V.

## **TYPES OF DISCIPLINARY ACTION**

The types of disciplinary action that may be imposed include the following:

1. Written Reprimand - A formal disapproval of the action(s) of an employee, but which carries no loss of pay or benefits.
2. Suspension - The temporary removal from employment, accompanied by a concurrent and temporary loss of the privileges of employment, including the loss of pay and benefits. The loss of benefits shall include any benefits that would normally accrue during active employment such as vacation and sick days (e.g., health insurance coverage would remain so long as the employee makes appropriate contribution payments).
3. Demotion - The lowering of a position or rank of an employee in either a school or department with the requisite lowering of that employee's pay and benefits equivalent to the level of job duties and responsibilities of the new position.

Discharge - The act of dismissal from employment of the Board and the permanent loss of all privileges of employment. Discharge extinguishes any right to reinstatement

#### **5-4. Punctuality and Attendance**

You were hired to perform an important function at D.A.T.E.. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, your attendance and punctuality are very important. Unnecessary absences and lateness are expensive, disruptive and place an unfair burden on your fellow employees and your Supervisors. We expect excellent attendance from each of you. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

We do recognize, however, that there are times when absences and tardiness cannot be avoided. In such cases, you are expected to notify your Supervisor as early as possible, but no later than the start of your work day. Asking another employee, friend or relative to give this notice is improper and constitutes grounds for disciplinary action. Please call, stating the nature of your illness and its expected duration, every day that you are absent.

Unreported absences of three consecutive work days generally will be considered a voluntary resignation of your employment with the Academy.

#### **5-5. Use of Communication and Computer Systems**

D.A.T.E.'s communication and computer systems are intended primarily for business purposes; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other Company policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the D.A.T.E. systems.

D.A.T.E. may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when the Company deems it appropriate to do so. The reasons for which the Company may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Company operations continue appropriately during an employee's absence.

Further, D.A.T.E. may review Internet usage to ensure that such use with Company property, or communications sent via the Internet with Company property, are appropriate. The reasons for which the Company may review employees' use of the Internet with Company property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that Company operations continue appropriately during an employee's absence.

The Company may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The Company's policies prohibiting harassment, in their entirety, apply to the use of Company's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since the Company's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

Unauthorized duplication of copyrighted computer software violates the law and is strictly prohibited.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

## **5-6. Use of Social Media**

D.A.T.E. respects the right of any employee to maintain a blog or web page or to participate in a social networking, Twitter or similar site, including but not limited to Facebook and LinkedIn. However, to protect Company interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not post on a blog or web page or participate on a social networking, Twitter or similar site during working time or at any time with Company equipment or property.

All rules regarding confidential and proprietary business information apply in full to blogs, web pages, social networking, Twitter and similar sites. Any information that cannot be disclosed through a conversation, a note or an e-mail also cannot be disclosed in a blog, web page, social networking, Twitter or similar site.

Whether an employee is posting something on his or her own blog, web page, social networking, Twitter or similar site or on someone else's, if the employee mentions the Company and also expresses either a political opinion or an opinion regarding the Company's actions that could pose an actual or potential conflict of interest with the Company, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is his/her personal opinion and not the Company's position. This is necessary to preserve the Company's good will in the marketplace.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through a blog, web page, social networking, Twitter or similar site. For example, posted material that is discriminatory, obscene, defamatory, libelous or violent is forbidden. Company policies apply equally to employee social media usage.

D.A.T.E. encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including termination.

### **5-7. Personal and Company-Provided Portable Communication Devices**

The Academy-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes as permitted the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may subject to monitoring if sent through the Academy's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is a The Academy-provided or personal device, employees must comply with applicable The Academy guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a The Academy-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If an employee who uses a personal PCD for business resigns or is terminated, the employee will be required to submit the device to the IT department for resetting on or before his or her last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, The Academy information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of The Academy information. This is the only way currently possible to ensure that all The Academy information is removed from the device at the time of termination. The removal of The Academy information is crucial to ensure compliance with the Academy's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a The Academy-issued device, the Academy's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

### **Portable Communication Device Use While Driving**

Employees who drive on The Academy business must abide by all state or local laws prohibiting or limiting PCD (cell phone or personal digital assistant) use while driving. Further, even if usage is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employee is driving, and permitted by law, the employee must use a hands-free option and advise the caller that he/she is unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a cell phone while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

### **5-8. Camera Phones/Recording Devices**

Due to the potential for issues such as invasion of privacy, sexual harassment, and loss of productivity, no employee may use a camera phone function on any phone on company property or while performing work for the Academy.

The use of tape recorders, dictaphones or other types of voice recording devices anywhere on The Academy property, including to record conversations or activities of other employees or management, or while performing work for the Academy, is also strictly prohibited, unless the device was provided to you by the Academy and is used solely for legitimate business purposes.

## 5-9. Inspections

D.A.T.E. reserves the right to require employees while on The Academy property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on The Academy or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the Academy or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

## 5-10. Smoking

Smoking, including the use of e-cigarettes, is prohibited on The Academy premises and in all The Academy vehicles.

## 5-11. Personal Visits and Telephone Calls

Disruptions during working time can lead to errors and delays. Therefore, we ask that personal telephone calls be kept to a minimum, and only be made or received after working time, or during lunch or break time.

For safety and security reasons, employees are prohibited from having personal guests visit or accompany them anywhere in our facilities other than the reception areas.

### Cell- Phone Use

All teachers must not utilize cellphones by texting, calling, or internet browsing during instructional time. All cell phones must remain off as not interfere with student instruction during class period. Installed classroom phones should be utilized for all other external and internal communication during class time.

## 5-12. Solicitation and Distribution

To avoid distractions, solicitation by an employee of another employee is prohibited while either employee is on working time. "Working time" is the time an employee is engaged, or should be engaged; in performing his/her work tasks for D.A.T.E.. Solicitation of any kind by non-employees on The Academy premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of The Academy is prohibited at all times. Distribution of literature by non-employees on The Academy premises is prohibited at all times.

### **5-13. Bulletin Boards**

Important notices and items of general interest are continually posted on our bulletin board. Make it a practice to review it frequently. This will assist you in keeping up with what is current at D.A.T.E.. To avoid confusion, please do not post or remove any material from the bulletin board.

### **5-14. Confidential Company Information**

During the course of work, an employee may become aware of confidential information about D.A.T.E.'s business, including but not limited to information regarding The Academy finances, pricing, products and new product development, software and computer programs, marketing strategies, suppliers, customers and potential customers. An employee also may become aware of similar confidential information belonging to the Academy's clients. It is extremely important that all such information remain confidential, and particularly not be disclosed to our competitors. Any employee who improperly copies, removes (whether physically or electronically), uses or discloses confidential information to anyone outside of the Academy may be subject to disciplinary action up to and including termination. Employees may be required to sign an agreement reiterating these obligations.

### **5-15. Conflict of Interest and Business Ethics**

It is D.A.T.E.'s policy that all employees avoid any conflict between their personal interests and those of the Academy. The purpose of this policy is to ensure that the Academy's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the Academy.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

1. Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the Academy, by any employee who is in a position to directly or indirectly influence either the Academy's decision to do business, or the terms upon which business would be done with such organization.
2. Holding any interest in an organization that competes with the Academy.
3. Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the Academy or which competes with the Academy.
4. Profiting personally, e.g., through commissions, loans, expense reimbursements or other payments, from any organization seeking to do business with the Academy.

A conflict of interest would also exist when a member of an employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is your responsibility to report any actual or potential conflict that may exist between you (and your immediate family) and the Academy.

## **5-16. Use of Facilities, Equipment and Property, Including Intellectual Property**

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Please notify your Supervisor if any equipment, machines, or tools appear to be damaged, defective, or in need of repair. Prompt reporting of loss, damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The Supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of the Academy's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, the Academy is not responsible for any damage to employees' personal belongings unless the employee's Supervisor provided advance approval for the employee to bring the personal property to work.

## 5-17. Health and Safety

The health and safety of employees and others on The Academy property are of critical concern to D.A.T.E.. The Academy intends to comply with all health and safety laws applicable to our business. To this end, we must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the Academy's premises, or in a product, facility, piece of equipment, process or business practice for which the Academy is responsible should be brought to the attention of management immediately.

Periodically, the Academy may issue rules and guidelines governing workplace safety and health. The Academy may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines, as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's Supervisor as soon as possible, regardless of the severity of the injury or accident.

## 5-18. Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, D.A.T.E. may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or terminated from employment, at the discretion of the Academy. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The Academy generally will attempt to identify other available positions, but if no alternate position is available, the Academy retains the right to decide which employee will remain with the Academy.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

### **5-19. Employee Dress and Personal Appearance**

You are expected to report to work well groomed, clean, and dressed according to the requirements of your position. Some employees may be required to wear uniforms or safety equipment/clothing. Please contact your Supervisor for specific information regarding acceptable attire for your position. If you report to work dressed or groomed inappropriately, you may be prevented from working until you return to work well-groomed and wearing the proper attire.

### **5-20. Publicity/Statements to the Media**

All media inquiries regarding the position of the Academy as to any issues must be referred to the Headmaster/CEO. Only the Headmaster/CEO is authorized to make or approve public statements on behalf of the Academy. No employees, unless specifically designated by the Headmaster/CEO are authorized to make those statements on behalf of The Academy. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the Academy must first obtain approval from the Headmaster/CEO.

### **5-21. Business Expense Reimbursement**

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by your Supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to the Business Manager along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. You should contact your Supervisor in advance if you have any questions about whether an expense will be reimbursed.

### **5-22. References**

D.A.T.E. will respond to reference requests through the Human Resources Department. The Academy will provide general information concerning the employee such as date of hire, date of termination, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to the Human Resources Dept.

**Only the Human Resources Department may provide references.**

### **5-23. Exit Interview**

Employees who resign are requested to participate in an exit interview with Human Resources, if possible.

### **5-24. A Few Closing Words**

This handbook is intended to give you a broad summary of things you should know about D.A.T.E.. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, D.A.T.E., in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Please do not hesitate to speak to management if you have any questions about the Academy or its personnel policies and practices.

## Section 6 - Job Descriptions

### 6-1 Classroom Teacher

**TITLE:** Classroom Teacher

**QUALIFICATIONS:** A four-year certificate in the approved teaching field an in-field master's degree within six years of employment Successful student teaching experience or regular teaching experience

**REPORTS TO:** Headmaster and Assistant Headmaster

**JOB GOAL:** To provide appropriate learning experiences and educational opportunities for each student assigned to the classroom

**PERFORMANCE RESPONSIBILITIES:**

General

1. Creates an atmosphere in which learning can take place
2. Shows knowledge of developmental needs of children
3. Shows comprehensive knowledge of resources and materials in area or grade level
4. Maintains satisfactory control of students
5. Demonstrates knowledge of instructional equipment and its use
6. Shows awareness of current research and innovative programs and is able fo translate into constructive curriculum development for the schools
7. Participates in staff development and college or university study
8. Demonstrates imagination and resourcefulness in teaching
9. Exhibits pride in profession
10. Works cooperatively with parents and community to develop open network of communication which supports the school program
11. Demonstrates knowledge of a variety of teaching methods
12. Demonstrates ability to diagnose student strengths and weaknesses in major cognitive areas
13. Demonstrates ability to diagnose student strengths and weakness in affective domain
14. Observes school calendar, board policies, accrediting standards, state statues involving the school system, and procedures in local faculty handbook
15. Communicates curriculum and instructional matters to parents in a positive and supportive manner as defined by Headmaster
16. Carries out all aspects of teaching duties with students assigned by Headmaster
17. Works cooperatively with Headmaster and other school personnel in all matters affecting the school program. Fully implements curriculum and program selected by school
18. Turns in weekly lesson plans consistent with the course of study to the Headmaster
19. Cares for any money collected; money not left in classroom under any circumstances
20. Assumes responsibility for professional equipment and materials issued to him/her

21. Assesses students in math and reading during the first three weeks of school and reports findings to Headmaster or lead teacher
22. Participates in before- and after school activities assigned by the Headmaster
23. Assumes other duties assigned by Headmaster and/or assistant Headmaster

### Records

1. Keeps legible, accurate, and complete records. Submits grades in timely fashion-weekly
2. Assumes responsibility for all records being completed and filed in student's cumulative folder
3. Assumes responsibility for completion of report cards
  - a. Records pupil progress on reportcards
  - b. Keeps supportive evidence for grades given on report card
  - c. Turns in report cards to Headmaster for checking before issuing to students
  - d. Accounts for all report cards issued
  - e. Checks for parent's signature on report card
4. Presents deficiency cards to Headmaster for signing
5. Alphabetizes all school roll lists unless otherwise instructed
6. Keeps accurate record of student's current work in each subject

### Promotion Lists

1. Turns in to Headmaster at end of year records showing, students being promoted or earning units
2. Notes on the lists any variations such as examinations to be taken at the beginning of school year
3. Reports to Headmaster those students who do not reenter in the fall

### Reports

1. Sends attendance report of absences and tardies to Headmaster each day
2. Sends lunch report to Headmaster each morning at requested time

### School Building and Property

1. Assumes responsibility for classroom windows and outside doors being locked, inside doors being closed, lights being turned off, shades or blinds being uniformly adjusted, and radiators being turned on at end of day
2. Provides adequate ventilation, if possible
3. Chooses appropriate desk for each student

4. Refrains from using anything that damages chalkboards/smartboards
5. Refrains from hanging anything from light fixtures
6. Refrains from taping items to walls other than those made of cinderblock

**TERMS OF EMPLOYMENT:** Maintains an up-to-date, in-field certificate issued by the Georgia Department of Education; salary and length of contract to be established by the Board of Directors

**EVALUATION:** Performance of this job shall be evaluated annually in accordance with provisions of the board's policy on evaluation of certified personnel.

Faculty and Staff are not to leave any students unsupervised or unattended at any point in time during school hours and during extra-curricular activities.

## 6-2. Special Education Consultant

<b>TITLE:</b>	Special Education Consultant
<b>QUALIFICATIONS:</b>	Valid Certification
<b>REPORTS TO:</b>	Headmaster
<b>JOB GOAL:</b>	To provide consultation and supervision within the special education program

### PERFORMANCE RESPONSIBILITIES:

1. Consults about behavior management and behavior intervention strategies with special education and regular education staff
2. Provides, as assigned, system-wide crisis intervention in coordination with pupil services
3. Assists students with transitions from one special education program to another, both inside and outside the school system
4. Assists in planning in-service for special education staff
5. Provides or supervises in-service for special education or regular education staff as assigned
6. Instructs staff in pre-referral, referral, and evaluation/placement procedures to ensure due process and compliance with applicable laws and regulations
7. Consults with staff and parents at the request of Headmaster and central office administrators
8. Assists in coordination with the local networking committee and other outside agencies
9. Assists with screening and interviewing of prospective special education staff
10. Assists with routine special education administrative responsibilities as assigned
11. Performs other duties as assigned by the director of special education

**TERMS OF EMPLOYMENT:** Salary and length of contract to be established by the Board of Directors

**EVALUATION:** Performance of this job shall be evaluated annually in accordance with provisions of the board's policy on evaluation of certified.

### 6-3. Teacher of Gifted

**TITLE:** Teacher of Gifted

**QUALIFICATIONS:** Valid Teacher Certification by the Georgia Department of Education

**REPORTS TO:** Headmaster/Assistant Headmaster/Instructional Coach

**JOB GOAL:** To provide targeted high achieving elementary students with differentiated educational experiences beyond the regular classroom program

**PERFORMANCE RESPONSIBILITIES:**

1. Develops curriculum for Gifted Program
2. Assists in screening Gifted
3. Plans Gifted services, field trips, and schedules
4. Coordinates and reconciles Gifted schedules with schedules for the gifted program
5. Serves as itinerant gifted resource person for assigned elementary school
6. Assists in determining placements of non-targeted, Gifted -qualified students to ensure representation of school system diversity within Gifted
7. Maintains records of student eligibility according to local Gifted continuation policy
8. Serves Gifted students with enriched academic program that emphasizes cooperative learning, process/concept development, and broadening of basic skills and information
9. Performs other duties assigned by Headmaster and director of special education

**TERMS OF EMPLOYMENT:** Salary and length of contract to be established by the

**EVALUATION:** Board of Directors Performance of this job shall be evaluated annually in accordance with provisions of the board's policy on evaluation of certified personnel.

### 6-4. Itinerant Teacher and Gifted Children

**TITLE:** Itinerant Teacher and Gifted Children

**QUALIFICATIONS:** Valid Teacher Certification. At least three years successful teaching experience

**REPORTS TO:** Headmaster and Coordinator of Special Education

**JOB GOALS:** To provide gifted student with differentiated educational programs and/or services beyond those normally provided by the regular classroom program in order to realize their contribution to self and society

**PERFORMANCE RESPONSIBILITIES:**

1. Identifies potentially gifted students
2. Develops programs and schedules for the students in the enrichment program
3. Establishes close relationships among parents, classroom teachers and school related personnel
4. Explains and clarifies the program for the gifted
5. Meets and plans with regular education teachers of gifted students
6. Establishes evaluative techniques and instruments appropriate for appraising the performance of gifted students.
7. Assists the librarian in selection of books appropriate for gifted students
8. Complies with due-process laws in evaluating and admitting students
9. Reports monthly to the coordinator of special education on enrollment status
10. Attends meetings scheduled by the coordinator of special education
11. Notifies coordinator of special education and Headmaster when unable to attend

**TERMS OF EMPLOYMENT:** 180 teaching days

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy and evaluation of teaching personnel

**6-5. Substitute Teacher**

**TITLE:** Substitute Teacher

**QUALIFICATIONS:** See Policy

**REPORTS TO:** Headmaster and Assistant Headmaster

**JOB GOAL:** To carry on the instructional program in the classroom as outlined in the teacher's lesson plans

**PERFORMANCE RESPONSIBILITIES:**

1. All duties assigned to teacher during the regular school day
2. In the case of an assigned supply teach, all duties assigned to teacher being replaced; appropriate job description
3. Other duties assigned by Headmaster and/or assistant Headmaster

**TERMS OF EMPLOYMENT:** See Policy

**EVALUATION:** Performance of this job shall be evaluated according to the following:

Neighborhood School Substitute - daily evaluation Substitute \

Teacher - daily evaluation

Assigned Supply Teacher - evaluation at end of assignment

**TITLE:** Language Arts/Mathematics Coordinator

**QUALIFICATIONS:** T-5 or T-4, Experienced in instruction and curriculum, and differentiation of instruction

**REPORTS TO:** Headmaster

**JOB GOAL:** To coordinate the administrative functions of his/her department

**PERFORMANCE RESPONSIBILITIES:**

1. Chairs and conducts all departmental meetings
2. Reviews and makes recommendations regarding curriculum within his/her department
3. Assists in the evaluation of teachers within his/her department
4. Approves and issues all requests for supplies and materials within his/her department
5. Reviews and makes recommendations regarding departmental budget
6. Supervises and consults with department members for the purpose of ensuring compliance with all policies and directives
7. Serves on various committees as designated by the Headmaster for the purpose of providing departmental viewpoints. These committees shall include, but are not limited to: Vocational advisory, curriculum, media, etc.
8. Maintains an up-to-date and accurate properties and materials inventory for his/her department
9. Other duties as assigned by the Headmaster

**TERMS OF EMPLOYMENT:** 180 teaching days, 5 pre and post planning, work/staff development days a year

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy and evaluation of teaching personnel.

## **6-6. Consultant for Special Education**

**TITLE:** Consultant for Special Education

**QUALIFICATIONS:** Valid Certification

**REPORTS TO:** Coordinator of Special Education

**JOB GOAL:** To provide supervision for teachers in interrelated and learning disabilities programs and to become familiar with routine administrative responsibilities for special education.

**PERFORMANCE RESPONSIBILITIES:**

1. Instructs staff in techniques of proper referral
2. Supervises and plans in-service for teachers who work with learning disabled students
3. Assists in evaluation of interrelated/learning disabilities teachers
4. Attends eligibility team meetings for students being considered for the learning disabilities program
5. Assists with the record keeping and routine administrative responsibilities for the overall special education program

**TERMS OF EMPLOYMENT:** 180 teaching days:

**EVALUATION:** Performance of this job will be evaluated in accordance with the provisions of the Board's policy and evaluation of teaching personnel

**TITLE:** Student Council Sponsor

**QUALIFICATIONS:** Classroom Teacher

**REPORTS TO:** Headmaster

**JOB GOAL:** Organize and coordinate all school-wide activities related to, and in accordance with, the student council constitution

**PERFORMANCE RESPONSIBILITIES:**

1. Supervise all class meetings
2. Responsible for reviewing and recommending to the Headmaster all class activities which are requested in accordance with the student council constitution
3. Responsible for the management of all fund raising and student council related expenditures
4. Supervises and coordinates special event activities including, but not limited to, homecoming parade and dance, after the game dances, and spring dance
5. Coordinates all general elections of a school-wide nature in accordance with the student council constitution
6. Assists the Headmaster in class orientation
7. Submits and accounts for a balanced budget for the year's activities

Responsible for ensuring that all activities are coordinated in accordance with school and administrative rules

## **6-7. Media Specialist (Local School)**

**TITLE:** Media Specialist (Local School)

**QUALIFICATIONS:** Valid certification by the State Department of Education. Specialized training in school library administration and service including audiovisual field. Knowledgeable of the basic fundamentals in the field of education.

**REPORTS TO:** Headmaster and Media Coordinator

**JOB GOAL:** To serve as an Instructional Resource Consultant and a Materials Specialist in the school

### **PERFORMANCE RESPONSIBILITIES:**

1. Knowledgeable of the school's curriculum and serves as a materials specialist to teachers and students
2. Selects, in cooperation with teachers, Headmaster, and students, the materials for the library media center and its program
3. Is totally responsible for the acquisition of materials and makes them available to faculty and students
4. Instructs faculty and staff in the most effective and least time consuming use of the library resources
5. Assumes responsibility for providing instruction in the use of the library that is correlated with classroom study
6. Helps students develop good study habits, independence in learning, and the techniques of inquiry
7. Works with teacher in selection of materials to meet the needs of his/her particular students
8. Prepares carefully selected classroom deposits of materials to support units of study or for pleasure reading
9. Maintains adequate records of all resources in the school except textbooks, and provides annual inventory statistics as required
10. Works with resource teachers in the school and participates in in-service experiences provided for classroom teachers in order to know as much as possible about what is happening in the classrooms
11. Serves on the curriculum committee as requested
12. Works with PTO library committee to utilize meaningfully this interest and support as well as supplementary manpower.

**TERMS OF EMPLOYMENT:** 180 days and 5 professional days

**EVALUATION:**

## 6-8. Elementary Band Resource Teacher

**TITLE:** Elementary Band Resource Teacher

**QUALIFICATIONS:** Minimum certification of a Bachelor of Music degree with the background being in instrumental training (wind, percussion and/or strings) rather than piano or vocal

**REPORTS TO:** Headmaster

**JOB GOAL:** To provide appropriate learning experiences and educational opportunities for each student in the band program

### **PERFORMANCE RESPONSIBILITIES:**

1. Presents an instrumental program in all schools for the purpose of helping students become aware of the opportunities available
2. Coordinates beginning, intermediate, and advanced band classes at all schools with emphasis on both individual and group participation
3. Instructs musical skills and incorporates music fundamentals (such as scale structure, key signatures, pitch and listening skills, instrument identification, etc.)
4. Incorporates advanced and/or intermediate honor and band groups, to be chosen from students at all schools, based on a student's ability and readiness to perform in a more accelerated group
5. Encourages individual advancement by promoting involvement in small ensembles and solos
6. Participates in state music events such as band festival, band clinics, solo and ensemble festival and all state
7. Participates in periodic in-service seminars for the purpose of keeping abreast of materials and methods available to the instrumental music educator
8. Works with Headmasters and teachers in planning, executing and evaluating the elementary band program
9. Helps teachers to become more competent so that an effective elementary band program will be developed
10. Provides the necessary guidance to teachers so that the program has continuity and meaning
11. Requests through proper channels materials needed for the program, taking into consideration that budgets are set up in advance
12. Attends meetings as scheduled by the curriculum director
13. Notifies when absent the Headmaster of the school and curriculum director
14. Informs the curriculum director of any difficulties and problems connected with carrying out the program

**TERMS OF EMPLOYMENT:** 180 teaching days. Salary to be established by the Board

**EVALUATION:** Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teachers

### **6-9. Elementary Choral Music Resource Teacher**

**TITLE:** Elementary Choral Music Resource Teacher

**QUALIFICATIONS:** Valid certification by the State Department of Education

**REPORTS TO:** Headmaster

**JOB GOAL:** To provide appropriate learning experiences and educational opportunities for each student in the band program

**JOB PERFORMANCE RESPONSIBILITIES:**

1. Directs and coordinates the music program
2. Demonstrates class lessons for teachers and students in areas in which they need help and stimulation
3. Provides advance brief, well-planned guides for the teachers which will be prepared and presented monthly; follows up assignments of demonstrations; reviews the follow-up each time before presenting new work
4. Carries out the cooperatively planned schedules
5. Requests through paper channels materials needed for the program, taking into consideration that budgets are set up in advance
6. Makes suggestions in private to teachers concerning music program
7. Recognizes individual needs or problems that may exist for students within the group
8. Attends meetings as scheduled by the assistant Headmaster for instructional services
9. Notifies when absent the Headmaster of the school, and the assistant Headmaster for instructional services.
10. Informs the assistant Headmaster for instructional services of any difficulties and problems connected with carrying out the program

**TERMS OF EMPLOYMENT:** 180 teaching days. Salary to be established by the Board

**EVALUATION:** Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teachers

### **6-10. Art Resource Teacher**

**TITLE:** Art Resource Teacher

**QUALIFICATIONS:** Valid certification by the State Department of Education

**REPORTS TO:** Headmaster

**TITLE:** To work with headmasters and teachers in planning, executing and evaluating the art program

**QUALIFICATIONS:**

**REPORTS TO:** JOB

**PERFORMANCE RESPONSIBILITIES:**

1. Helps teachers become more competent so that an effective program will be developed
2. Provides the necessary guidance to teachers so that the program has continuity and meaning
3. Requests through paper channels materials needed for the program, taking into consideration that budgets are set up in advance
4. Attends meetings as scheduled by the assistant Headmaster for instructional services
5. Notifies when absent the Headmaster of the school, and the assistant Headmaster for instructional services
6. Informs the assistant Headmaster for instructional services of any difficulties and problems connected with carrying out the program
7. Abides by planned schedules
8. Helps classroom teacher competency and willingness to provide time and art experiences for students
9. Provides adequate materials and learning goals for desired outcomes with these materials
10. Provides for functionally arranged environment and pleasant surroundings throughout the school facilities
11. Provides leadership services to specialized art personnel directly involved in the art program

**TERMS OF EMPLOYMENT:** 180 teaching days. Salary to be established by the Board

**EVALUATION:** Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teachers

**6-11. Physical Education Resource Teacher**

**TITLE:** Physical Education Resource Teacher

**QUALIFICATION:** Valid certification by the State Department of Education

**S: REPORTS TO:** Headmaster

To work with Headmasters and teachers in planning, executing,

and evaluating the physical education program

**PERFORMANCE RESPONSIBILITIES:**

1. Helps teachers become more competent so that an effective physical education program will be developed
2. Provides the necessary guidance to teachers so that the program has continuity and meaning
3. Presents a program that meets the stated curriculum objectives
4. Plans a well-balanced program that allows for individual physical competencies
5. Demonstrates activities to students and teachers
6. Provides concise lesson plans to be used as follow-up activities by the teachers
7. Requests through paper channels materials needed for the program, taking into consideration that budgets are set up in advance
8. Attends meetings as scheduled by the assistant Headmaster for instructional services
9. Notifies when absent the Headmaster of the school, and the assistant Headmaster for instructional services.
10. Informs the assistant Headmaster for instructional services of any difficulties and problems connected with carrying out the program

**TERMS OF EMPLOYMENT:** 180 teaching days. Salary to be established by the Board

**EVALUATION:** Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teacher

**6-12. School Guidance Counselor**

**TITLE:** School Guidance Counselor

**QUALIFICATIONS:** Valid certification by the State Department of Education

A Master's Degree in Guidance At least 5 years of successful teaching experience

**REPORTS TO:** Headmaster

**JOB GOAL:** To establish and provide guidance services and programs in the school in cooperation with Headmaster and staff

**PERFORMANCE RESPONSIBILITIES:**

1. Counsels with students, giving them opportunity to have problems considered individually
2. Gives students the information necessary to make wise decisions in educational, vocational or personal social planning
3. Is a sounding board as students make decisions regarding their educational, vocational and social adjustments and problems
4. Administers the testing program and assists teachers, parents and students with the interpretation of the results
5. Refers students needing more intensive diagnosis to specialist and cooperating agencies
6. Works with the school Headmaster and teachers in establishing programs to meet the individual needs of students
7. Interprets the program of guidance services to parents and community organizations
8. Works to improve the communications between home and school and school and home
9. Works with administrators on student placement
10. Assumes other duties assigned by authorized personnel
11. Carries out the mandate of the state legislature to see that all school-age students attend school
12. Provides social work service to students and their families on school-related problems in order that each school-age student may use his/her school experiences to the maximum of his/her capacity
  
13. Helps to determine students potential by study and interpretation of the student himself/herself, his home, school, neighborhood, and community environment
14. Recognizes symptoms of student's difficulty in using himself/herself well and helps him/her work toward a solution of the problems
15. Cooperates fully with the Georgia Department of Education and other state and community agencies
16. Knows and uses all community resources for helping students and their families
17. Makes home visits when appropriate
18. Works cooperatively with other school personnel
19. Plans to improve school and community facilities for helping students and their families
20. Keeps records of services rendered and submits reports as required
21. Notifies, when absent, the director of pupil services
22. Performs other duties assigned by the director of pupil services
23. Updates drug-free schools grant
24. Holds quarterly meetings of the drug-free schools advisory committee
25. Updates system's drug and alcohol policy so that it complies with state and federal law
  
26. Notifies private schools that they may choose to be included in the drug-free program
27. Works with Headmaster to maintain and add to sequential K.-12 drug education program
28. Works with staff development coordinator to implement drug education staff development programs
29. Works with other community and state agencies related to drug and alcohol abuse education, prevention, treatment, and rehabilitation

30. Works with system networking committee to obtain support for drug-free schools program
31. Works with PTA's and other parent groups to obtain support for drug-free education program
32. Sets up and maintains tracking system of students who are identified as drugabusers
33. Counsels and assists students and employees identified as drug abusers to seek appropriate treatment
34. Works closely with schools on drug education programs
35. Researches student assistant programs and makes recommendations for such programs in the schools
36. Creates a system to evaluate the effectiveness of the drug-free schools' program
37. Performs other duties assigned by the director of pupil services

**TERMS OF EMPLOYMENT:** 180 teaching days. Salary to be established by the Board

**EVALUATION:** Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of teachers

### 6-13. Medias Center Clerk

**TITLE:** Media Center Clerk

**QUALIFICATIONS:** High School Diploma

**REPORTS TO:** Headmaster

**JOB GOAL:** To provide clerical and instructional assistance to enhance the operation and services of the media center

**PERFORMANCE RESPONSIBILITIES:**

1. Assumes responsibility for operation of the media center and supervision of students in the absence of the media specialist
2. Assists students and staff in locating references and operating instructional equipment
3. Supervises students in activities such as retrieving materials and finding information
4. Operates microcomputers as needed in media center administration
5. Types and processes correspondence, reports and orders
6. Prepares reports as directed
7. Assists in maintaining an orderly, neat, and attractive atmosphere in the media center
8. Operates circulation system and compiles circulation records
9. Files catalog cards, vertical file material, and other records
10. Assists in inventory of materials and equipment
11. Assists in all phases of processing materials according to established procedures
12. Re-shelves and maintains correct order of returned materials
13. Prepares current periodicals for shelving and maintains collection of back-dated issues

- 14. Operates and maintains media-related equipment
- 15. Assists in training volunteers
- 16. Repairs print and non-print materials
- 17. Prepares and assembles materials for classroom use
- 18. Assists in borrowing materials from other collections
- 19. Prepares displays and bibliographies from pre-selected items
- 20. Assists in producing, mounting, and laminating materials
- 21. Assumes other duties assigned by media specialist and Headmaster

**TERMS OF EMPLOYMENT:** Salary and number of days worked annually to be established by the Board of Directors

**EVALUATION:** Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of classified personnel

**6-14. Head Custodian**

**TITLE:** Head Custodian

**QUALIFICATIONS:** Sufficient education and/or training to read, write, and perform basic arithmetic operations

Ability to establish and maintain efficient working relations with school system personnel

Ability to pass rigorous physical examination and perform light to medium work

Advanced skills in building and grounds care with sufficient ability to lead and supervise custodial staff

Ability to keep required records

Working knowledge of methods and materials essential to good housekeeping and sanitation

Ability to pass basic skills tests on carpentry, plumbing, electricity and painting

**REPORTS TO:** Headmaster

**JOB GOAL:** To maintain efficiently buildings and grounds of the school campus

**PERFORMANCE RESPONSIBILITIES:**

1. Checks housekeeping supplies by the 15<sup>th</sup> of each month and reports in writing to the director of maintenance the need for additional supplies
2. Keeps up-to-date inventory of all housekeeping equipment in the school building
3. Keeps an accurate and up-to-date record of the amount of supplies the school uses
4. Helps keep on hand all supplies needed for operation
5. Secures building by 8:30p.m. each day unless longer hours are required by authorized activity (PTO/PTA, banquet, etc.)
6. Keeps building and premises, including sidewalks, driveways, and play areas, neat, clean, and safe at all times.
7. Performs essential building care such as sweeping, mopping, scrubbing, de-waxing, and waxing floors and cleaning blinds, window glass, walls, carpets, restrooms, and other spaces within a school plant
8. Maintains grounds, including mowing, raking, weeding, pruning, and keeping grounds free of rubbish
9. Shovels, brushes, sands, or salts walks, driveways, parking areas, and steps to keep them free of rubbish, mud, excess water, snow, or ice
10. Checks daily to ensure that all exit doors are open, and all panic bolts are working properly during the hours of building occupancy
11. Sweeps classrooms and empties waste containers daily
12. Cleans corridors after school each day
13. Scrubs and disinfects toilets and bathroom floors and walls daily
14. Cleans all sanitary fixtures daily
15. Replaces light bulbs, switches and ballasts as necessary
16. Applies touch-up paint
17. Reports immediately to the Headmaster any damage to school property
18. Works on school premises during scheduled hours and remains on school premises during periods when the Headmaster has authorized use of the building for special purposes
19. Moves furniture and equipment within buildings as required for various activities when direct by the head custodian or Headmaster
20. Complies with local laws, ordinances, and regulations from the storage and disposal of trash, rubbish, and waste
21. Is responsible for safekeeping and preservation of all janitorial equipment
22. Complies with any reasonable oral or written directive given by the appropriate supervisor

**TERMS OF EMPLOYMENT:** 215 days; salary to be determined by board

**EVALUATION:** Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of non-professional personnel

## 6-15. Registrar/Parent Liaison

### **JOB TITLE: Registrar/Parent Liaison**

Reports To: Headmaster

Prepared by: ADP Resource \_\_\_\_\_

November 5, 2013

#### **SUMMARY:**

This position is primarily responsible for working to facilitate student admissions, maintain student enrollment and admission records, increase and improve parent/family and community volunteerism at D.A.T.E. The registrar/parent liaison will assist parents and provide information in order to encourage volunteer efforts with parents/families among the classroom, school, and the community by performing the following duties.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Core duties and responsibilities include the following. Other duties may be assigned.

Serves as liaison between the school and the parent/families of the school for the efforts of increasing and improving volunteerism and parent support of the class and school.

Is responsible for student admissions criteria and files and maintaining data/information on E-Student Information Systems (SIS).

Is responsible for maintaining student records (tests, report cards, assessments, memos) acknowledging Student Privacy Act and confidentiality of student files.

Makes personal contact with parents to encourage parental engagement.

Provides information and monthly newsletter to parents/families in order to improve home-school communication of activities that support parental engagement.

Works with the Headmaster to prepare reports and provides information to the school/community activities.

Implements monthly parent workshops on ways to support school and classroom.

Attends monthly meeting and in-service training sessions.

Keeps and reports monthly volunteer hours of parent body using approved electronic program.

Attends school and community meetings.

Performs related duties as required.

**SUPERVISORY RESPONSIBILITIES:** This job has no supervisory responsibilities.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE:**

Associate degree (A. A.) or equivalent from two-year college or technical school; or six months to one-year related experience and/or training; or equivalent combination of education and experience.

**REASONING ABILITY:**

Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

**COMPUTER SKILLS:**

To perform this job successfully, an individual should have knowledge of Contact Management systems; Database software; Internet software; Project Management software; Spreadsheet software and Word Processing software.

**OTHER SKILLS AND ABILITIES:**

- Ability to research volunteer/community program documents and narrative materials and to compile reports from information gathered. Maintain complex schedules, records and files.
- Ability to provide and increase volunteer programs for classrooms and school wide efforts.
- Ability to exercise considerable tact and courtesy in frequent contact with school officials, parents, and the general public.
- Ability to maintain confidentiality toward issues encountered in school to children and families.

- Ability to establish and maintain effective working relationships as necessitated by work assignments.

#### OTHER QUALIFICATIONS:

- At least three years of working with parents/families and community members.
- Ability to communicate effectively both orally and in writing with parents, schools, community and district office personnel.
- Skills in speaking, writing, and reading a second language predominant in the community is desirable.

#### PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl and taste or smell.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

#### PHYSICAL REQUIREMENTS:

- Must be physically able to operate a variety of automated office.
- Machines including computers, typewriters, copiers, facsimile machines, etc.
- Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects. o Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

#### WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**ADDITIONAL INFORMATION:****Data Conception:**

Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

**Interpersonal Communications:**

Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Requires ability to maintain professionalism and confidentiality regarding matters related to families served.

**6-16. Principal/Assistant Principal****JOB TITLE: Principal / Assistant Principal**

Reports To: Headmaster

Prepared by: ADP Resource

November 6, 2013

**SUMMARY:**

This position is primarily responsible for ensuring instruction is consistent with the vision of "learning through relationships, relevance, and rigor" and constructivist learning strategies. Also supporting teachers in achieving instruction that moves beyond direct instruction and activity based to conceptual based learning. Supervision of staff and faculty consistent with organizational chart by performing the following duties personally or through subordinates.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Core duties and responsibilities include the following. Other duties may be assigned.

Trains teachers in the latest revision of Bloom's Taxonomy to retake lessons plans based in critical thinking and differentiated instruction.

Reviews weekly lesson plans from teachers and determine if lessons are consistent with plans.

Determines if plans are consistent with state educational standards and If teachers have created plans for student's intellectual growth.

Supervises instructional coaches who will help teachers implement the instructional vision of the school.

Observes and evaluates teachers and provide strategies for improved instruction.

Presents instructional documentation to PTO and Board of Directors.

Conflict Resolution:

Schedules and facilitate meetings with teachers, parents, and/or students to foster cooperative and professional relationships.

Investigates student interactions that require discipline and suspension. Initiate suspension when necessary.

Community Relations:

Supports students, parents, and teachers as they develop and assimilate into the school culture.

Provides training to faculty and staff to implement a school culture that is based on caring, mutual respect, intellectual rigor, academic growth, and a shared community vision.

**Recruits, interviews and initiates hiring of new teachers for the school. Conducts orientations with** potential families to join the school community.

Suggests strategies to build school culture and improve community relations.

Management of Student Data:

Creates of record keeping of intervention strategies for students whose test score.

Indicates academic need.

Maintains records of discipline forms.

Testing Coordinator:

Attends DeKalb County School training for testing coordinators.

Facilitates standardized testing during academic year with the highest ethical standards to ensure no testing irregularities.

**SUPERVISORY RESPONSIBILITIES:**

Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE:**

Master's degree (M.A.); equivalent combination of education and experience. Must have at least 7 years of verifiable teaching and administrative experience.

**CERTIFICATES, LICENSES, REGISTRATIONS:**

- Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.
- Must obtain Georgia Teaching Certification and Leadership Endorsement

**OTHER QUALIFICATIONS:**

- Ability to maintain parent-student confidentiality and privacy issues, while maintaining effective working relationships throughout organization.

Strong organizational skills, detailed-orientation, excellent written and verbal communication, and initiative required.

**REASONING ABILITY:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

**COMPUTER SKILLS:**

To perform this job successfully, an individual should have knowledge of Database software; Development software; Internet software; Spreadsheet software and Work Processing software.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; and) stoop, kneel, crouch, or crawl.

The employee must regularly lift and/or move up to 10 pounds occasionally lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**6-17. Custodian****JOB TITLE: Custodian**

Reports To: Head Custodian and Headmaster

Prepared by: ADP Resource November 6, 2013

**SUMMARY:**

This position is primarily responsible for keeping school building/property in clean and orderly condition by performing the following duties personally or through subordinates.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Core duties and responsibilities include the following. Other duties may be assigned.

Sweeps, mops, scrubs, and vacuums hallways, stairs, classrooms and office space.

Empties classrooms' and office's trash and garbage containers.

Cleans debris throughout building.

**SUPERVISORY RESPONSIBILITIES:** This job has no supervisory responsibilities.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to, perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE:**

High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.

**LANGUAGE SKILLS:**

Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

**MATHEMATICAL SKILLS:**

Ability to add and subtract two-digit numbers and to multiply and divide with JO's and 100's. Ability to perform these operations using of American money and weight measurement, volume, and distance.

**REASONING ABILITY:**

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

**COMPUTER SKILLS:**

No computer skills are required, but helpful.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job, Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must regularly lift and /or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 100 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

#### WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential) functions.

While performing the duties of this job, the employee is frequently exposed to wet and/or humid conditions; moving mechanical parts; toxic or caustic chemicals and outside weather conditions. The employee is occasionally exposed to high, precarious places; fumes or airborne particles; extreme cold; extreme heat; risk of electrical shock and vibration.

The noise level in the work environment is usually loud.

### 6-18. Executive Assistant Bookkeeper

#### **JOB TITLE: - Executive Assistant Bookkeeper**

Reports To: Headmaster

Prepared by: ADP Resource

November 6, 2013

#### SUMMARY:

The Executive Assistant is primarily responsible for overall management and implementation of the daily functions of human resource logistics and providing direct support to the C.E.O./Headmaster and other administrators as needed. The leader in this role will work closely with the Headmaster/C.E.O., ADP Payroll Systems while also provided executive assistance to Headmaster/C.E.O., by performing the following duties personally or through subordinates

The Bookkeeper is primarily responsible for, benefits/ancillary implementation, support of finance and budgetary management, and general operations for D.A.T.E. The leader in this role will work closely with the Headmaster/C.E.O., ADP Payroll Systems, and industry consultants/brokers to manage operating plans and will play a critical role in maximizing D.A.T.E.'s business and financial processes while also provided executive assistance to Headmaster/C.E.O., by performing the following duties personally or though subordinates.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** E. A. Executive Assistant, BJC:  
Bookkeeper

Core duties and responsibilities include the following. Other duties may be assigned.

EA Provides leadership and oversight of operations, including human resource compliance, HR Provides leadership and oversight of compensation/ancillary implementation, and budget analysis to ensure alignment with and achievement of organizational strategies and priorities.

E.A. Is responsible for employee (teacher and substitute) policy handbook update and implementation. Execute employee human resources policies and procedures, conduct orientation/training, personnel records, and maintain company benefits programs.

BK Implements compensation processes and support management of financial/vendor expenditures.

BK Serves as point-of-contact between internal and external operation entities (administrators, service brokers, consultants, and vendors).

EA Human Resource Management:

Prepares internal human resource communications regarding compensation, benefits, company policies and worker's compensation criteria.

EA Ensures employee internal background logistics are in compliance (annual contracts, certification, etc.) and appropriate personnel hiring/separation notices are established.

EA .Maintains annual employee directory/files; sustains monthly overview of personnel leave; transcribes principal's correspondence with personnel criteria.

EA Prepares reasonable assurance letters for all non-certificated employees.

EA Process workman's compensation first report of injury or occupational disease or injured employees.

Benefits/Retirement Implementation:

EA Is responsible for implementing benefits programs, policies, and procedures with select vendors.

EA Ensures accurate employer/employee health, dental, supplemental, worker's compensation insurance premiums are met through research and facilitation of cost effective benefits programs.

BK/EA Creates and maintenance of CCPI employee salary report for DeKalb County financial department.

BK Reconciles monthly premium payments and compliance with legal requirements.

BK Processes Teacher Retirement (TRS) reports and salary updates (TRS employee's contribution and 6.00% employer's portion-19.06% effective July 1st) for monthly calculations and submission of total contribution amounts from D.A.T.E. and employees.

Budget Logistics:

BK Supports daily budget management of D.A.T.E.'s five accounts (primary, internal, administrative, Capital Campaign, Jr. Beta Club) orchestrated via QuickBooks updates, check distribution, invoice reconciliation (medical, dental, vision, and operational expenditures), and financial deposits with Decatur First Bank.

BK Executes of online bill/ACH debit payments for monthly expenditures. Ongoing accounting logistics completed by CFO consultant.

BK Reconciles federal, state, and Georgia Unemployment tax information and payment processes.

Serves as liaison between tax/payroll resources, ADP to ensure timely execution of quarterly payments.

BK Supplies state auditor with all information as requested and needed during audit as to maintaining of financial records.

Compensation Administrator:

BK Performs compensation functions inclusive of semi-monthly submission of salary data and other internal programs (Aftercare, Summer School) with ADP computerized payroll system. Prepares quarterly salary sheets for each employee.

Streamlines payroll processes with wire transfer confirmations (with Decatur First banking managers).

BK Is responsible for balancing payroll runs, producing federal, state and local tax payments, and maintaining payroll inquiries and troubleshooting issues.

Additional Duties:

Becomes familiar with policies, state statutes, and accrediting requirements pertaining to charter school.

Compiles bid lists and sustain financial accounting of all consumable supplies by schools and system-wide departments.

Executive Duties:

Prepares agenda for Board of Directors meetings; Prepares materials for Board of Directors meetings; Types minutes of Board meetings; Handles all Board correspondence

EA Surveys all incoming mail and routes to appropriate offices.

EA Prepares correspondence and schedules appointments for principal.

EA Assists teachers/students with complaints and illness

EA Assists in compiling materials for principal's monthly and annual reports.

EA Maintains daily reports such teacher in-and-out logs and attendance reports.

EA Performs additional duties as assigned by the Headmaster; operate various office technologies and responds to general inquiries.

**SUPERVISORY RESPONSIBILITIES:**

Execute human capital management with 50+ employees in the Human Resources Department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training employees; planning, assigning, and directing work; addressing complaints and resolving problems.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE:**

Bachelor's degree (B.A.) from four-year college or university; 3-5 years of operations and project management logistics (human resources, insurance/retirement, and compensation).

**REASONING ABILITY:**

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### COMPUTER SKILLS:

To perform this job successfully, an individual should have knowledge of Accounting software; Contact Management systems; Database software; Human Resource systems; Internet software; Payroll systems; Project Management software; Spreadsheet software and Word Processing software.

### OTHER QUALIFICATIONS:

- Comprehensive skill and knowledge of organization policies/practices development and cross-functional business acumen desired.
- Proficiency with standard office software tools (Microsoft Office Suite including Word, Excel, PowerPoint, and QuickBooks).
- Ability to maintain employee confidentiality and personnel issues, while maintaining effective working relationships throughout organization.
- Strong organizational skills and detailed-orientation.
- Excellent written and verbal communication and initiative required.

### PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl and taste or smell.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

### WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

## 6-19. Instructional Coach/Lead Teacher

Reports To: Assistant Principal and Headmaster

Prepared by: ADP Resource

November 6, 2013

### SUMMARY:

This position is primarily responsible for directs and fosters the development of all teachers by performing the following duties personally or through subordinates.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Core duties and responsibilities include the following. Other duties may be assigned.

Becomes proficient in culturally responsive and constructivist learning practices and continue to develop this style of an academically rigorous curriculum.

Implements/monitors/ supports reading and writing workshops daily.

Ensures Blooms Taxonomy is evident in the classroom.

Ensures teachers are implementing lessons that utilize the variety of learning styles/centers.

### Data Informed Decision Making:

Selects metrics, set ups measurement methods, and assessments for teachers and grades.

Collects pre test and end of unit test grades.

Is responsible for the implemented of 6 weeks of alignment for reaching, math, social studies, and science.

Reinforces class expectations.

### Model:

Is personally and with the faculty set an example of life-long learning.

### Staff Professional Development Plans:

Provides the support needed to work with each faculty member to devise and implement a personal PDP that addresses his needs and leads to growth.

### Collaborative Operations:

Develops strong and self-sustaining leadership groups at the administrative, faculty, parent, and students' levels.

Is fully integrated learning styles and Blooms Taxonomy learners into regular classroom activity. Increases the percentage of students scoring at proficient levels on GRCT from previous year. Encourages individualized instruction through the use of student test scores.

Helps teachers identify the academic achievement of each student and plans instruction/remediation accordingly.

Practices effective discipline in a professional and caring manner, ensures an orderly and safe environment for all students and faculty.

Assists and maintain progressively increasing levels of student achievement in all areas.

Ensures that at least 95% of the 3rd and 5th graders meet and exceed GCRCT Standards.

### QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the Knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

### EDUCATION AND/OR EXPERIENCE:

Bachelor's degree or university program certificate; or two to four years related experience and/or training; or equivalent combination of education and experience.

### CERTIFICATES, LICENSES, REGISTRATIONS:

Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.

### REASONING ABILITY:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

### COMPUTER SKILLS:

To perform this job successfully, an individual should have Knowledge of Development software; Internet software; Inventory software; Spreadsheet software and Word Processing software.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl and taste or smell.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

**6-20. Director of Student Services**

Reports To: Headmaster

Prepared by: ADP Resource

November 6, 2013

**SUMMARY:**

This position is primarily responsible for the managing/supervision of FTE enrollment and Type ABC Student management issues.

**ESIS Procedures:**

Ensures that all beginning and end of year procedures are performed (grade posting, report card printing, and student promotion/ retain, transcript data, and attendance).

Manages student pre-enrollment processes and schedules maintenance.

Manages teacher and class input and maintenance.

Creates master schedule and grades verification reports.

Essential Functions and Performance Responsibilities (Students):

Assists with student supervision issues and enforcement of the student code of conduct.

Counsels students and parents with school and district policy.

Coordinates distribution, testing, and monitoring of Code of Conduct handbook.

Assists staff and parents in developing and implementing student's behavioral expectations, review of behavior logs and plans.

Serves as a resource to staff in dealing with classroom management issues.

Assists in developing programs to promote positive students behavior as well as intervention strategies.

Works with counselor for student of the month recognition.

Reviews Second Steps implementation.

Creates new program to assist with recognition and positive reinforcement.

Coordinates alternative placement with Headmaster for disruptive students I.S.S. and O.S.S., student management including suspensions and pre-expulsion.

Assists with monitoring and supervision of school facilities.

Other duties as assigned by school administrator.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND/OR EXPERIENCE:**

Bachelor's degree or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

#### CERTIFICATES, LICENSES, REGISTRATIONS:

- Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.

#### OTHER QUALIFICATIONS:

- Specialized technical degree with minimum requirement of 2-3 years of credentialed technical management logistics/counselor experience.
- Ability to maintain parent-student confidentiality and privacy issues, while maintaining effective working relationships throughout organization.
- Strong organizational skills, detailed-orientation, excellent written and verbal communication, and initiative required.

#### REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

#### COMPUTER SKILLS

To perform this job successfully, an individual should have knowledge of Contact Management systems; Database software; Development software; Internet software; Inventory software; Project Management software; Spreadsheet software and Word Processing software.

#### PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk, and stoop, kneel, crouch, or crawl.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

## WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

## 6-21. IT Specialist

Reports To: Headmaster

Prepared by: ADP Resource

November 6, 2013

**SUMMARY:** This position is primarily responsible for the managing the technical support of hardware, software, local area networks, the wide area network for the instructional and administrative technology program, and supervision of FTE enrollment. The JT will interact closely with DeKalb County School Systems (DCSS), Technical & Support Services at Management Information Systems, contribute to policies with regard and in compliance to DeKalb County School System MIS procedures, and ensure DeKalb County School system technology standards and procedures are followed by performing the following duties personally or through subordinates.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Core duties and responsibilities include the following. Other duties may be assigned.

#### Essential Functions and Performance Responsibilities (Technology):

Provides industry-level A+ Certification skills and technical support for the successful operation of local area networks, wide area network, software applications, computers, telecommunications, distance learning and multi-media.

#### Network Management:

Configures networks, solve hardware and software problems school-wide, resolve network, hardware, software problems configure labs and load software.

Brings file server up and down, running backup procedures, loading updates, maintaining records, directions, memos, and hot line requests, assisting administrators with e-mail and office automation.

Instructional Technology:

Works with the instructional programs to integrate technology with the curriculum.

Insures the smooth operation of instructional technology programs.

Works closely with teachers to integrate technology into the classroom setting using team teaching approach.

Asset Management:

Repairs equipment that is no longer under warranty includes school purchased items as well as donated items.

## QUALIFICATIONS:

To perform this job successfully, an individual must be able to perform, each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

## EDUCATION AND/OR EXPERIENCE:

Bachelor's degree or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

## CERTIFICATES, LICENSES, REGISTRATIONS:

- Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.

## OTHER QUALIFICATIONS:

- Specialized technical degree with minimum requirement of 2-3 years of credentialed technical management logistics/counselor experience.
- Ability to maintain parent-student confidentiality and privacy issues, while maintaining effective working relationships throughout organization.
- Strong organizational skills, detailed-orientation, excellent written and verbal communication, and initiative required.

## REASONING ABILITY

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

## COMPUTER SKILLS

To perform this job successfully, an individual should have knowledge of Contact Management systems; Database software; Development software; Internet software; Inventory software; Project Management software; Spreadsheet software and Word Processing software.

## PHYSICAL DEMANDS:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; and stoop, kneel, crouch, or crawl.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

## WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

### Project Management:

Organizes school-wide projects for installations.

Organizes training for administrative and instructional personnel.

### *Substitutes*

When a teacher has reason to be absent from his/her duties, it is in the (jest interest of students that the academy employs a substitute teacher. However, this policy shale not prevent the Board of Directors from refusing to employ any substitute teacher who, at the discretion of the board, would be detrimental to the education of students.

### *Qualifications*

In descending priority, the order of qualifications established for substitute teachers in pre-kindergarten through grade 12 is as follows:

1. possession of a valid Georgia teaching certificate
2. possession of an expired Georgia certificate based upon a baccalaureate degree or higher or a valid out-of-state teaching certificate
3. completion of a baccalaureate degree or higher
4. completion of at least two years of postsecondary training beyond & high school diploma
5. completion of a high school diploma or the equivalent (neighborhood school substitute)

A completed application, all necessary supporting documents, and fit satisfactory personal interview shall be completed before a substitute teacher is asked to participate in substitute teacher training. Before being placed on the substitute teacher list, each substitute teacher shall successfully complete a minimum of 1 hour of substitute teacher training, approved by system. Each new employee is subject to a security screening.

The Headmaster or his/her designee shall prepare for board approval a list of qualified persons who wish to serve as substitute teachers. Upon approval by the board, a list of qualified substitutes shall be ranked according to the priority qualifications established in this policy and given to each school. A person whose teaching certificate has been revoked or suspended shall not be eligible for approval as a substitute teacher during the period of revocation or suspension.

The status of a substitute teacher shall be designated as follow:

1. Neighborhood School Substitute

An approved neighborhood school substitute with a minimum of a high school diploma or a GED certificate may be used when no other substitute is available only for a paraprofessional. A neighborhood school substitute shall be Required to complete successfully a staff development workshop.

2. Substitute Teacher

Every attempt shall be made to hire the most qualified substitute teacher. Any classroom teacher vacancy that lasts 46 or more consecutive days in a school year shall be filled by an individual with in-field certification.

### 3. Assigned Supply Teacher

An assigned supply teacher shall be employed when a regular teacher cannot be obtained for a classroom after the school year for students has begun or when regular classroom teacher resigns or is terminated from his/her classroom responsibilities after the school year for students has begun. An assigned supply teacher shall be given a contract and receive credit for a year's experience if he/she serves a minimum of 120 days in the same classroom. However, credit for that year's experience shall not be used toward tenure. The assigned supply teacher shall be paid according to certification and years of experience,

An assigned supply teacher may serve in a probationary status for 10 days as a substitute teacher. After satisfactory completion of the 10-day probationary status and at the discretion of the Headmaster, a contract may be offered to the substitute teacher under the following conditions:

1. appropriate certification
2. Headmaster's recommendation
3. official notification that the current teacher will not return

#### *Compensation*

The compensation of a substitute teacher shall vary according to the following designations:

#### 1. Neighborhood School Substitute

A neighborhood school substitute's compensation shall be determined by the board of education.

#### Substitute Teacher

A substitute teacher's compensation shall be determined by the board of education

#### 2. Assigned Supply Teacher

If a contract is offered to a substitute teacher, he/she shall become an assigned supply teacher. If a contract is not offered, he/she shall continue as substitute teacher.

Note: A substitute teacher may be employed for half a day with the understanding that reimbursement shall be commensurate with the half day worked.

#### *Arrangements*

A teacher who is unable to be at school shall notify the Headmaster by 6:30 am and also contact a sub utilizing the office approved sub list.

Teachers shall make arrangement for their substitutes and should provide updated and current substitute folder which contains approved contents (refer to teacher handbook). Substitutes for all employees shall be called by the teacher.

Only those sub-teachers on the current list supplied by the office shall be called.

### *Compensation*

Substitute teacher compensation shall be as follows:

1. For a long term assignment that will be a minimum of six weeks in length, the Headmaster may recommend that the substitute teacher be paid accordingly per day beginning with the 11 day of the assignment. For subsequent long term assignments lasting a minimum of six weeks and falling within one calendar year of the successful completion of a previous long term assignment in the school system, the substitute teacher may be paid accordingly per day beginning with the first day of the long term assignment.
2. An assigned supply teacher shall be paid according to the certification and years of experience if the assigned supply teacher is under contract.

### *Professional Development Opportunities/Staff Meetings*

D.A.T.E. and Environment shall seek to provide a total educational plan involving all facets of educational growth. They approve a staff development program of annually planned systematic activities designed to increase the competencies of educational personnel in achieving designed to increase the competencies of educational personnel in achieving desired student outcomes. All activities shall meet the approval of state established criteria.

Administrative and classroom personnel, appointed by the Headmaster, shall be involved in developing plans keeping the following purposes in mind; to implement new educational programs, to revise and refine existing educational programs and to improve the quality and quantity of educational programs available to the students of D.A.T.E. and Environment.

The results of personnel evaluations of staff development activities shall be used by the planning committee particularly when requests indicate a need.

#### A. Staff Meetings

Staff meetings and committee work shall be held according to need. Teachers shall attend all applicable meetings scheduled on the school calendar.

#### B. Extra Duty

Teachers shall be expected to go beyond the regular school day:

1. to efficiently carry out the performance responsibilities as outlined in the job description
2. to serve on local, city-wide and/or any other professional committee as needed and when

- requested by appropriate personnel
3. to attend meetings related to their job responsibilities

Attendance at professional meetings is encouraged.

### *Tutoring*

A teacher shall not be compensated for tutoring a student that he/she is currently teaching at any grade level without prior approval for the Headmaster or his/her designee. Teachers will be mandated to tutor on selected days, after school.

As a courtesy to students and their parents, a list of available tutor's shall be maintained in the office of the administrative assistant for staff development. In no way, however, the school system approves or endorses tutors.

## **6-22. Certification and Evaluation**

### *Evaluation*

#### Teaching and Related Professional Personnel

All teachers and other related professional personnel shall be evaluated annually with a specified state evaluation instrument or a locally developed evaluation instrument, perform any evaluation takes place, an employee must have prior orientation and necessary updates to the specific evaluation instrument and process being used.

When a specified state evaluation instrument is used, training shall be provided for each evaluator, and the state evaluation process shall be followed. The only modification shall be that when the Georgia Teacher Evaluation Program (GTEP) is used, a teacher who is to be evaluated every third year in the standard phase may continue to be evaluated in the formative phase at the administrator's discretion. Other Evaluations Tools will consist of local (school) design: technology/engagement rubrics and walk in instruments to meet the specific needs of school's focus.

All evaluation forms shall be signed and dated by both evaluator and evaluate. An administrator, instructional coach, lead teacher, technology director or his/her designee shall be responsible for each evaluation.

### *Non-renewal*

### Non-Renewal of Contract

A professional shall be notified by May 31 if he/she is not going to be offered a contract for the upcoming school year. Notification shall be by certified mail to the last address given to the school system by the employee.

### *Professional Personnel Separation*

Any certificated employee may be legally dismissed at any time during the contractual period for incompetence, insubordination, willful neglect of duties, immorality, inciting, encouraging or counseling students to violate any valid state law, municipal ordinance, of policy or rule of the local Board of Directors; for reduction in staff due to loss of students or cancellation of programs, for failure to secure and maintain necessary educational training, and for any other good and sufficient cause.

### *Resignation*

Except in situations which the employer, in the reasonable exercise of its discretion, deems to be an emergency the contract of an employee shall not be terminated by the employee without written consent of the employer.

In the event that the employee does terminate his/her contract, whether by formal notice or by willful failure or refusal to continue working, the employer may recommend to the Georgia Board of Education that the certification of the employee be suspended in accordance with policies of the Georgia Board of Education and the rules of the Professional Practices Commission.

Under Georgia Board of Education ruling, a teacher who resigns without cause shall violate the terms of his/her contract and shall be disqualified from receiving salary from state funds. This ruling does not apply to military service or to those who have written permission from local authorities to accept another position.

### *Certification and Re-employment*

Certification is a primary responsibility of each teacher, and each teacher shall hold an appropriate state-issued certificate in his/her field in accordance with established guidelines.

If the Professional Standards Commission notifies a teacher during the contract year that he/she is unable to obtain or maintain state certification in his/her field, such notice shall be considered a breach of contract, and the employee's contract shall be null and void.

A teacher shall acquire a master's degree in a field related to educational studies within 10 years of his/her date of employment. Included in the teacher's annual contract shall be a statement indicating this requirement and the date when it shall be met.

The re-employment of appropriately certified teachers shall be based upon the recommendation of the Headmaster to the Board of Directors. When a teacher signs a contract, he/she agrees to comply with all contract stipulations.

### *Re-employment*

#### Teaching Outside Field of Certification

Teachers who are placed in teaching situations outside of their certified teaching field shall obtain ten (10) quarter hours of work in the new field every twelve-month period until certified in the new field.

#### Renewal Requirements

The standard requirement to renew a Georgia teaching certificate is ten (10) quarter hours of college credit or the equivalent staff development units earned through state approved agencies' staff development plans specifically approved for certification renewal. The ten (10) quarter hours required to renew a teaching certificate by teachers employed in Georgia schools shall be an area of assessed need, professional growth or advancement as determined by self and external assessment, and approved by the employing Headmaster. (This does not apply to holders of valid life certificates.)

The individual is responsible for keeping a certificate in force and should note the period of time for which it is valid and the expiration date.

### *Time Schedule*

Teachers shall report by the school/Headmaster's office no later than 7:30a.m. The normal workday will start at 7:15 a.m. shall end at 4:00 p.m. Teachers shall sign In and out each day on a sign-in sheet provided in the school/Headmaster's office. Not signing in to report to work will signify reduction in pay and employee reprimand/termination.

The normal workday is 8.5 hours, and the normal workweek can consists of a min. of 40hrs. Eight hours of the 8-hour day shall be spent in the school building (for the primary duty of teaching) except for scheduled, approved meetings away from the local school. The remaining 14-hour shall be spent on Duty free lunch. Other duties during working hrs can consists of preparations, meetings, conferences, school - related community activities, grading student work, and extra class responsibilities.

### *Work Load*

Class size shall not exceed accreditation and legal guidelines set forth by the Southern Association of Colleges and Schools, the Georgia Accrediting Commission, and the Georgia Department of Education. Whenever, possible, class size will be adjusted to reflect the best possible instructional environment for students and teachers.

*Evaluation - Classified Personnel*Secretarial and Clerical Employees

All employees shall be evaluated annually. Before an evaluation takes place, the employee must have had prior orientation and necessary updates to the specific evaluation instrument and process being used. An evaluation conference shall complete the annual evaluation process. All evaluation forms shall be signed and dated by both evaluator and evaluatee. The annual evaluation of each secretarial and clerical employee shall be the responsibility of his/her immediate supervisor. If employment ceases before an annual evaluation is completed the employee shall be evaluated a final time.

## General Handbook Acknowledgment

This Employee Handbook is an important document intended to help you become acquainted with D.A.T.E.. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the Academy's operations may change, the contents of this Handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this Employee Handbook.

**I have received and read a copy of D.A.T.E.'s Employee Handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the Academy at any time.**

**Unless I have a written employment agreement that says otherwise, I further understand that my employment is terminable at will, either by myself or the Academy, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind. If my written employment agreement is in conflict with this Employee handbook, my written employment agreement governs.**

**I understand that no contract of employment other than "at will" has been expressed or implied, and that no circumstances arising out of my employment will alter my "at will" status except IN AN INDIVIDUAL CASE OR GENERALLY in a writing signed by the Headmaster & C.E.O of the Company.**

**I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the Academy's Employee Handbook.**

Employee's Printed Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

## Receipt of Sexual Harassment Policy

It is D.A.T.E.'s policy to prohibit harassment of any employee by any Supervisor, employee, customer or vendor on the basis of sex or gender. The purpose of this policy is not to regulate personal morality within the Company. It is to ensure that all employees are free from sexual harassment. While it is not easy to define precisely what types of conduct could constitute sexual harassment and there is a wide range of behavior that may violate this policy even if such behavior does not violate the law, examples of prohibited behavior include unwelcome sexual advances, requests for sexual favors, obscene gestures, displaying sexually graphic magazines, calendars or posters, sending sexually explicit e-mails, text messages and other verbal or physical conduct of a sexual nature, such as uninvited touching of a sexual nature or sexually related comments.

Depending upon the circumstances, improper conduct also can include sexual joking, vulgar or offensive conversation or jokes, commenting about an employee's physical appearance, conversation about your own or someone else's sex life, or teasing or other conduct directed toward a person because of his or her gender which is sufficiently severe or pervasive to create an unprofessional and hostile working environment.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to the Headmaster and the CEO. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the Headmaster and the CEO.

Note: If the Headmaster and the CEO is the person toward whom the complaint is directed you should contact any higher level manager in your reporting chain.

Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If you feel you have been subjected to any such retaliation, report it in the same manner you would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge.

All employees must cooperate with all investigations.

I have read and I understand D.A.T.E.'s Sexual Harassment Policy.

Employee's Printed Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

## Receipt of Non-Harassment Policy

It is D.A.T.E.'s policy to prohibit intentional and unintentional harassment of any individual by another person on the basis of any protected classification including, but not limited to, race, color, national origin, disability, religion, marital status, sexual orientation or age. The purpose of this policy is not to regulate our employees' personal morality, but to ensure that in the workplace, no one harasses another individual.

If you feel that you have been subjected to conduct which violates this policy, you should immediately report the matter to the Headmaster and the CEO. If you are unable for any reason to contact this person, or if you have not received a satisfactory response within five (5) business days after reporting any incident of what you perceive to be harassment, please contact the Headmaster and the CEO.

Note: If the Headmaster and the CEO is the person toward whom the complaint is directed you should contact any higher level manager in your reporting chain.

Every report of perceived harassment will be fully investigated and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. In addition, the Company will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy.

If an employee feels he or she has been subjected to any such retaliation, he or she should report it in the same manner in which the employee would report a claim of perceived harassment under this policy. Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including discharge. All employees must cooperate with all investigations.

I have read and I understand D.A.T.E.'s Non-Harassment Policy.

Employee's Printed Name: \_\_\_\_\_ Position: \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.



DEKAL-7 OP ID: LG

**CERTIFICATE OF LIABILITY INSURANCE**

DATE (MM/DD/YYYY)

08/27/2019

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 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 Cameron & Roberts Ins. Agcy 6893 Main Street P O Box 408 Lithonia, GA 30058-0408 S. Keith Roberts	CONTACT NAME: <b>S. Keith Roberts</b>
	PHONE (A/C, No, Ext): <b>770-482-8841</b> FAX (A/C, No): <b>770-482-2238</b>
E-MAIL ADDRESS:	
INSURER(S) AFFORDING COVERAGE	
INSURER A: <b>Peerless Insurance Company</b>	
INSURER B: <b>Excelsior Ins Co</b>	
INSURER C: <b>Liberty Mutual Insurance</b>	
INSURER D:	
INSURER E:	
INSURER F:	
INSURED <b>DeKalb Academy Of Technology And The Environment 1492 Kelton Drive Stone Mountain, GA 30083</b>	NAIC # <b>23043</b>

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 SUBR INSD 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  <input checked="" type="checkbox"/> Violent Event Res  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC  OTHER:		CBP8867587	08/20/2019	08/20/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 500,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
C	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		BA8313389	08/20/2019	08/20/2020	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		CU8873712	08/20/2019	08/20/2020	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N N/A	WC8872993	08/20/2019	08/20/2020	PER STATUTE OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	School Leaders E&O		CBP8867587	08/20/2019	08/20/2020	Aggregate 1,000,000 Ded. 2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER	CANCELLATION
DEKA-06  Dekalb Board Of Education 1701 Mountain Industrial Blvd. Stone Mountain, GA 30083	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 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 1<sup>st</sup> of each school year. The Charter School will handle all discipline issues regarding students with disabilities in accordance with federal regulations, state guidelines, and DCSD policies.

### **Personnel**

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

### **Facilities**

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

### **School Nutrition & Transportation**

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

### **Public Safety**

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

### **Administrative**

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

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

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

#### **Assurances for Charter Schools with an Education Service Provider Agreement**

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

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

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

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

### **Insurance Generally**

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

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

### **Minimum Scope and Limit of Insurance**

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

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

### **Other Insurance Provisions**

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

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

A copy of these endorsements shall be provided to DCSD.

### **Claims-Made Policies**

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

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

### **Verification of Insurance Coverage**

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

### **Self- Insured Retentions**

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

### **Non-Limitation on Charter School's Liability**

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

**Insurance Ratings**

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

**Special Risks or Circumstances**

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

**Charter School’s Property Insurance**

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

**Other Obligations**

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

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

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

Notices shall be addressed as follows:

**To the District:**

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

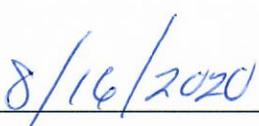
**With a copy to:**

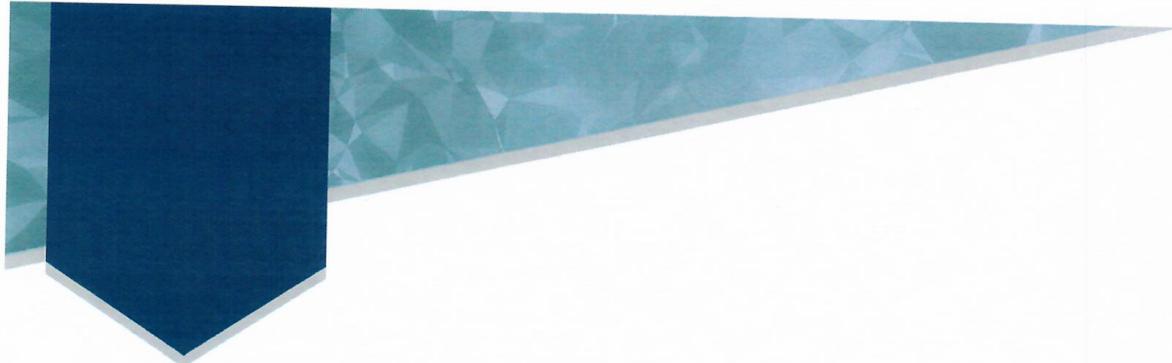
Director  
School Innovation Department  
1701 Mountain Industrial Boulevard  
Stone Mountain, Georgia 30083

Agreed to and accepted by the Charter School:

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

  
\_\_\_\_\_  
Governing Board Chair

  
\_\_\_\_\_  
Date



Antionette Fahie, Owner/Operator  
Simply Elegant and More, LLC  
4797 Central Drive, Suite D  
Stone Mountain, GA 30083  
404-735-6765  
[simplyelegantandmore@gmail.com](mailto:simplyelegantandmore@gmail.com)

This contract renewal is between school food authority (SFA) DeKalb Academy of Technology & Environment and Food Service Management Company (FSMC) Simply Elegant and More, LLC and includes the DeKalb Academy of Technology & Environment Charter School K-8.

The term of this contract renewal shall be (1) year beginning on July 1, 2020 and continuing until June 1, 2021, unless terminated by either party. All terms and conditions contained in the original contract shall remain unchanged and in full effect. The SFA shall pay the FSMC following fees monthly at a fixed rate per meal/Meal Equivalent. The fee structure shall be as follows:

**Breakfast \$1.60      Lunch \$2.99      Snacks \$.80      A la Carte \$3.50**

School Food Authority: \_\_\_\_\_ Food Service  
Management Co. \_\_\_\_\_

DeKalb Academy of Technology & Environment \      Simply Elegant and More, LLC

Signature *D. Williams*

Signature *Mary*

Printed Name M. Williams

Name Mary

Printed M. Williams



Title: C.E.O.

Date Signed: 7-30-20

Title:

Date Signed:

After recording return to:  
Calloway Title & Escrow, LLC  
David W. Dudley 202634  
4170 Ashford Dunwoody Rd. Ste. 285  
Atlanta, Georgia 30319

Prepared by and return to:

Kutak Rock LLP  
Suite 2100  
Peachtree Center South Tower  
225 Peachtree Street, N.E.  
Atlanta, GA 30303-1731  
Ruth E. Isaac, Esq.

2011142653 DEED BOOK 22607 Pg 769



Real Estate Transfer Tax \$3,110.00

Filed and Recorded:  
8/31/2011 3:45:51 PM  
Debra DeBerry  
Clerk of Superior Court  
DeKalb County, Georgia

**STATE OF GEORGIA**

**COUNTY OF DEKALB**

**LIMITED WARRANTY DEED**

**THIS INDENTURE**, made as of the 30<sup>th</sup> day of August, 2011, between **PropCo Kelton, LLC**, a Georgia limited liability company, as party of the first part (hereinafter called "Grantor"), and **DeKalb Academy of Technology & the Environment, Inc.**, a Georgia non-profit corporation, as party of the second part (hereinafter called "Grantee").

**WITNESSETH:**

Grantor, for and in consideration of the sum of TEN and NO/100ths DOLLARS (\$10.00), in hand paid at and before the sealing and delivery of these presents, the receipt whereof is hereby acknowledged by Grantor, has granted, bargained, sold, aliened, conveyed and confirmed, and by these presents does grant, bargain, sell, alien, convey and confirm unto the said Grantee, its successors, successors-in-title and assigns, that certain tract or parcel of land lying and being in Land Lot 139 of the 18th District, DeKalb County, Georgia, and being more particularly described on Exhibit "A" attached hereto and made a part hereof.

TO HAVE AND TO HOLD the said tract or parcel of land, with all and singular the rights, members and appurtenances thereof, to the same being, belonging, or in anyway appertaining, to the only proper use, benefit and behoof of Grantee, its successors, successors-in-title and assigns, forever in FEE SIMPLE.

AND THE SAID GRANTOR, for itself and for successors, successors-in-title and assigns, does hereby agree to warrant and forever defend the right and title to the

DEED BOOK 22607 Pg 770

above-described property unto Grantee, its successors, successors-in-title and assigns, against the claims of all persons claiming by, through or under Grantor.

[Signature page to Limited Warranty Deed]

IN WITNESS WHEREOF, Grantor has caused this deed to be executed under seal as of the day and year first above written.

Signed, sealed and delivered in the presence of:

*[Signature]*  
Unofficial Witness  
*[Signature]*  
Notary Public

GRANTOR:

PropCo Kelton, LLC,  
a Georgia limited liability company

By: *[Signature]*  
Harris Tessler  
Manager

[NOTARY SEAL]

My Commission Expires:

\_\_\_\_\_



DEED BOOK 22607 Pg 772  
Debra DeBerry  
Clerk of Superior Court  
DeKalb County, Georgia

**EXHIBIT A**

**LEGAL DESCRIPTION**

All that tract or parcel of land lying and being in Land Lot 139, 18<sup>th</sup> District, DeKalb County, Georgia, and being more particularly described as follows:

BEGINNING at an iron pin set at the point of intersection of the former 30 foot Southwesterly right of way line of Kelton Drive (formerly a 30 foot right of way, and currently a 60 foot right of way) with the Southeasterly right of way line of the Georgia Railroad (a 200 foot right of way); running thence South 09 degrees 30 minutes 53 seconds East along the former 30 foot Southwesterly right of way line of Kelton Drive, a distance of 599.99 feet to a nail set in a catch basin; thence leaving the former 30 foot Southwesterly right of way line of Kelton Drive and running South 75 degrees 39 minutes 45 seconds West a distance of 400.00 feet to an iron pin found; running thence North 09 degrees 46 minutes 30 seconds West a distance of 599.60 feet to an iron pin set on the Southeasterly right of way line of the Georgia Railroad; and running thence Northeasterly along the Southeasterly right of way line of the Georgia Railroad and following the arc of a curve to the right (said arc having a radius of 2,234.93 feet and being subtended by a chord line having a bearing of North 75 degrees 38 minutes 22 seconds East and a chord length of 402.75 feet); an arc distance of 403.30 feet to the iron pin set at the point of beginning, being a tract of land containing 5.375 acres, according to an As-Built survey prepared for John Hardy Jones, Branch Banking and Trust Company and Lawyers Title Insurance Corporation by Charles D. McCann, Georgia Registered Land Surveyor No. 2245, dated December 9, 1998 and revised August 26, 2003.

LESS AND EXCEPT THEREFROM that portion of the above described property conveyed by I&D., Inc. to DeKalb County, Georgia, by a Right of Way Deed dated April 1985, and recorded in Deed Book 5197, Page 298, DeKalb County, Georgia records.

PT-61 (Rev. 11/04)

To be filed in **DEKALB COUNTY**

PT-61 044-2011-018740

SECTION A - SELLER'S INFORMATION (Do not use agent's information)				SECTION C - TAX COMPUTATION	
SELLER'S BUSINESS / ORGANIZATION / OTHER NAME Propco Kelton, LLC				Exempt Code If no exempt code enter NONE	
MAILING ADDRESS (STREET & NUMBER) 5588 Chamblee Dunwoody Road Suite 195				1. Actual Value of consideration received by seller Complete Line 1A if actual value unknown	
CITY, STATE / PROVINCE / REGION, ZIP CODE, COUNTRY Dunwoody, GA 30338 USA				DATE OF SALE 8/30/2011	
SECTION B - BUYER'S INFORMATION (Do not use agent's information)				1A. Estimated fair market value of Real and Personal property	
BUYER'S BUSINESS / ORGANIZATION / OTHER NAME DeKalb Academy of Technology & the Environment, Inc.				2. Fair market value of Personal Property only	
MAILING ADDRESS (Must use buyer's address for tax billing & notice purposes) 1492 Kelton Drive				3. Amount of liens and encumbrances not removed by transfer	
CITY, STATE / PROVINCE / REGION, ZIP CODE, COUNTRY Stone Mountain, GA 30083 USA				4. Net Taxable Value (Line 1 or 1A less Lines 2 and 3)	
Check Buyers Intended Use ( ) Residential (X) Commercial ( ) Agricultural ( ) Industrial				5. TAX DUE at .10 per \$100 or fraction thereof (Minimum \$1.00)	
SECTION D - PROPERTY INFORMATION (Location of Property (Street, Route, Hwy, etc))					
HOUSE NUMBER & EXTENSION (ex 265A) 1492		PRE-DIRECTION, STREET NAME AND TYPE, POST DIRECTION Kelton Drive			SUITE NUMBER
COUNTY DEKALB		CITY (IF APPLICABLE)		MAP & PARCEL NUMBER 18-139-02-001	ACCOUNT NUMBER
TAX DISTRICT	GMD	LAND DISTRICT 18th	ACRES	LAND LOT 139	SUB LOT & BLOCK
SECTION E - RECORDING INFORMATION (Official Use Only)					
DATE		DEED BOOK	DEED PAGE	PLAT BOOK	PLAT PAGE

**ADDITIONAL BUYERS**

None

SITE CODE - 1926.01  
 FACILITY CODE - 0213

**I. SCHOOL SYSTEM IDENTIFICATION AND CONTACT PERSON**

School System: <u>DeKalb County</u>	Name of Superintendent: <u>Dr. Crawford Lewis</u> Person to Contact (designee): <u>Steven Donahue</u>
Mailing Address: <u>3770 North Decatur Rd.</u> <u>Decatur, Ga. 30032</u>	Phone Number: <u>678-676-1200</u> FAX Number: <u>678-676-0785</u> E-mail Address: <u>Steven_E_Donahue@fc.dekalb.k12.ga.us</u>

**II. FACILITY IDENTIFICATION AND CONTACT PERSON**

Facility Name: <u>DeKalb Academy of Technology and Environment</u>	Facility Supervisor: <u>Maury Wills</u> Person to Contact (designee): <u>Maury Wills</u>
Mailing Address: <u>1492 Kellen Rd.</u> <u>Stone Mountain, GA 30083</u>	Phone Number: <u>(770) 484-5865</u> FAX Number: <u>(770) 484-7865</u> E-mail Address: <u>maury_wills@fc.dekalb.k12.ga.us</u>

**III. LOCATION OF PROPOSED SITE/FACILITY**

Address of Proposed Site/Facility and/or legal definition of the site: <u>1492 Kellen Rd.</u> <u>Stone Mountain, GA 30083</u>	
Acreage in proposed Site: <u>5</u>	Site is Owned by a Charter School: <input type="checkbox"/> Site is Leased: <input checked="" type="checkbox"/> Site is Used through an agreement <input type="checkbox"/>

**IV. PROPOSED FACILITY TO BE LOCATED ON THIS SITE**

<b>Name of Proposed Facility:</b> <u>DeKalb Academy of Technology and Environment</u>		
Proposed Grades: <u>K-8</u>	Approximate Number of Students: <u>501</u>	
<b>Number of Instructional Units Proposed:</b> <u>26</u>	Is this the maximum size planned for this Facility? (Circle One) <input checked="" type="radio"/> Yes    No	Is this facility being designed for future expansion? (Circle One) Yes <input checked="" type="radio"/> No
Estimated date facility is to be occupied: Date: <u>7/23/09</u> Comments: _____		<b>If expanded, maximum number of instructional units proposed in the future:</b> _____ I.U.

**V. UTILITIES AVAILABLE ON THE PROPOSED SITE**

(If Utilities are not currently available on the site, please indicate when utility providers anticipate delivery of utilities to the site.)

UTILITY	CURRENTLY AVAILABLE?		WHEN AVAILABLE? (Date)	OTHER RELEVANT FACTORS	
	Yes	No			
(a) Electricity	<input checked="" type="checkbox"/>			Voltage: _____	Phase: _____
(b) Natural Gas	<input checked="" type="checkbox"/>			Line Size: _____	Line Pressure: _____
(c) Telephone	<input checked="" type="checkbox"/>				
(d) Cable	<input checked="" type="checkbox"/>				
(e) Water					
<b>Public</b>	<input checked="" type="checkbox"/>			Line Size: _____	Line Pressure: _____ Attach FLOW TEST results (See Note Below)*
Private				Line Size: _____	Line Pressure: _____ Attach FLOW TEST results (See Note Below)*
(f) Sewage					
<b>Public</b>	<input checked="" type="checkbox"/>				
Private					

**VI. MISCELLANEOUS SITE INFORMATION**

*(For each item, circle the appropriate response. If "Other" is selected, please enter appropriate response.)*

(a) Property Zoned	Residential	Industrial	Commercial	Other: ✓
(b) Adjacent Development or Existing Community Design	Residential ✓	Industrial	Commercial	Other: _____ _____
(c) Traffic Conditions Around Site	Congested	Moderate ✓	Light	Other: _____
(d) Topography	Steep	Rolling	Gently Sloping	Flat ✓
(e) Grading for Building	Excessive	Moderate	Minimal ✓	Comments: _____ (Continue on reverse)
(f) Rock Excavation	Unlikely ✓	Some But Not Excessive	Excessive	Comments: _____ (Continue on reverse)
(g) Area Available for Parking	Adequate Space ✓	Limited Space	Inadequate Space	Comments: _____ (Continue on reverse)
(h) Vehicular Access to Site	Excellent Potential ✓	Development Restricted	Development Difficult	Comments: _____ (Continue on reverse)
(i) Area Available for Athletic and Recreation Area Development	Adequate ✓	Limited	Inadequate	Comments: _____ (Continue on reverse)







**X. SCHOOL SYSTEM APPROVAL FOR USE OF THE SITE/FACILITIES**

DeKalb Academy of Technology and Environment  
(Facility Name)

**FOR INSTRUCTIONAL PURPOSES WHEN THE SCHOOL SYSTEM DOES NOT HOLD FEE/SIMPLE TITLE TO THE PROPERTY NAMED BELOW.**

After carefully considering the findings from all studies completed and evaluating the potential sites available for use by DeKalb Academy of Technology and Environment for  
(Name of Program Operator or Charter School)

the instructional programs planned, the DeKalb Board of Education  
(Name of Board of Education)

Board of Education  approves, ( ) approves with comments, or ( ) does not approve the site/facility named below for the instructional programs planned. Approval comments or reasons for not approving the site/facility are to be attached to this form.

Location of Site: 1492 Kelton Dr. Stone Mountain, Ga. 30083

Facility Name: DeKalb Academy of Technology and Environment

Superintendent:  
Crawford Lewis  
(Superintendent's Signature)

8-12-09  
(Date)

School Board Chairman:  
G. Boone  
(School Board Chairman's Signature)

8-13-09  
(Date)

Submit one copy of the completed approval form to the Facility Services Unit, 1670 Twin Towers East, 205 Jessie Hill Jr. Drive, Atlanta, GA 30334.



DeKalb County Planning & Development Department

DV240

Non-Residential Certificate of Occupancy

<b>Project:</b> Type: Non-Residential Permit Number: 1043759380 Work Type: ALTERATIONS TO EXISTING STRUCTURE Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE Maximum Occupancy Load : 819		<b>Project:</b> DEKALB ACADEMY OF TECHNOLOGY Construction Type: N/A	
<b>Property:</b> Address: 1492 KELTON DR STONE MOUNTAIN, GA 30083- Zoning: M Rezoning: N/A Land Use: LIND Parcel ID: 18 139 02 001 Lot #: Census: 219.04 District: 04 07			
<b>Applicant:</b> Owner: PROPCO KELTON LLC Address: 5588 CHAMBLEE DUNWOODY RD DUNWOODY, GA 30338 Tenant: N/A Address: N/A			
<p>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.</p> <p>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:</p> <ol style="list-style-type: none"> <li>(1) changes or alterations in the type of permitted use or occupancy without approval.</li> <li>(2) changes or violations of the conditions of the certificate without approval.</li> <li>(3) alterations, additions, or improvements to the building, structure, or systems without approval.</li> </ol>			
<b>Special Situations and/or Conditions (If Applicable)</b>			

Date: 08/10/2009

Issued By: Adah Silver

Permits, Zoning & Plans Review Supervisor



*DeKalb Board of Education  
Freeman Administrative Center  
Building "A"  
3770 North Decatur Road  
Decatur, GA 30032*

**MEMORANDUM**

**TO:** Ms. Nicole Knighten, Interim Director  
Office of Governmental Relations & Special Projects

**FROM:** Crawford Lewis  
Superintendent *CL*

**DATE:** May 12, 2009

**RE: DeKalb Academy of Technology and the Environment (D.A.T.E.) Relocation Amendment**

At its business meeting on Monday, May 11, 2009, the DeKalb Board of Education approved an amendment to the DeKalb Academy of Technology and the Environment (D.A.T.E.) Charter designating relocation of the school facility from 1833 Stone Mountain-Lithonia Road, Lithonia 30058 to 1492 Kelton Drive, Stone Mountain, GA 30083.

Please take the appropriate action to effect this directive of the Board.

CL:mcf

CGIW1197

School Year 2020-2021

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SAFE SCHOOL  
PLAN  
SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Dr. Maury Wills	Phone No.:
		404.g200.8627
A.P.	: Dr. Henry McCladdie	Phone No.:
		706.231.9580
A.P.	: Dr. Edward Wilson	Phone No.:
		404.316.8255
Other Staff	: Mrs. Erica Thomas	Phone No.:
		404.914.8187
Other Staff	: Dr. Keidra Taylor	Phone No.:
Counselor	: Mrs. Angel Haye	Phone No.:
Teacher	: Mrs. Deva Hamilton	Phone No.:
Teacher	: Mr. Timothy Parker	Phone No.:
Custodian	: Mr. Joshua O'Neal	Phone No.:
Student	: Christian Johnson	
Parent	: Mr. George Jones	
Law Enforcement:	Detective Charles Thomas	
Fire Department:	J.W. Jewett	
Other	: Mrs. Sonya Armstrong	
Other	: Ms. Allison Grant	



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	SAFE	PLAN		
	SCHOOL			

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:

State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August	:	08/18/2020	September	:	09/12/2020	October	:	10/12/2021
August	:	08/20/2020	December	:	12/12/2020	January	:	01/23/2021
November	:	11/14/2021	March	:	03/13/2021	April	:	04/18/2021
February	:	02/21/2021						
May	:	05/15/2021						

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary	Church of Christ	Grades	K-4th
Primary	Church of Christ	Grades	K-4th
Secondary	Mas Que Vencedores Ministries	Grades	5-8th
Secondary	Mas Que Vencedores Ministries	Grades	5-8th

Tornado Drill(s) :

First Semester            08/17/2020  
Date:

Second Semester Drill is  
the Statewide Drill in  
February of Each Year.

Intruder (Lockdown) Drills:

First Semester            08/21/2020  
Date:  
Type of Lockdown:        Level 1

Second Semester Date:  
01/25/2020  
Type of Lockdown: Level 2

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School Year 2020-2021

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SAFE SCHOOL PLAN

STAFF EMERGENCY ASSIGNMENTS

Designate staff to prepare and maintain the Emergency Kits:

d

Carrie Sims Allison Grant

Designate staff to contact Regional Superintendent:

d

Maury Wills Henry McCladdie

Designate staff to identify missing/absent students and

d staff:

Erica Thomas Edward Wilson  
Angel Hays Keidra Taylor

Designate staff to locate and identify the injured/sick:

d

Catherine Sonya Armstrong  
Franklin  
Kevin Wilson Nada Aswad  
Allis Grant  
on

Designate staff to accompany injured/sick to medical facilities:

d Sonya Armstrong Carrie Sims  
Allison Grant Frances Leaphart  
Keidr Taylor  
a

Identified staff trained in First Aid and CPR:

Catherine Thomas Anderson  
Franklin  
Timot Parker Joel Smith  
hy

Designate staff to handle telephone calls:

d

Brian Caddell Azell Mitchell  
a  
Debbi Garrett  
e

Designate staff to receive parents/guardians at reunification site(s):

NOTE: All students must be signed out by a parent or guardian.

Please keep sign-out logs.

Angel Haye	Keidra Taylor
Tameeka Nealy	Allison Grant
Cynthia Sumpter	

Designate staff to show emergency personnel utility and ventilation  
d shutoffs:

Joshua O'Neal	Kenneth Scruggs
---------------	-----------------

Designated staff to assist with pedestrian traffic and on-  
campus vehicle traffic:

Timothy Parker Jean-Pierre  
Detective Thomas

Designat staff to make temporary ID badges for staff and emergency  
ed personnel:

Debbie Garrett	Azell Mitchell
----------------	----------------

Name(s) of person(s) to contact after hours for after-  
school/extra curricular activities and programs:

Allison Grant Henry McCladdie Maury  
Wills

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## SAFE SCHOOL PLAN

## EMERGENCY KITS CHECKLIST

## ANSWER

A copy of the DeKalb Emergency Management Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number, release information and contact information	Yes
Current list of all staff members including phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers(used to identify students, staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor Plan of the building	Yes
Site Plan of the grounds and surrounding areas	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Information regarding any student with medical problems that may be impacted by the evacuation or emergency	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes

DeKalb Agriculture Technology & Environment, Inc.

Exhibit 22

Bullhorn and extra batteries

Yes

Cell phone and/or walkie-talkie

Yes

Basic First-Aid Kit

Yes

Emergency phone numbers of assistance agencies (DeKalb

Yes

Police Dept., Poison Control, ect.)

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## SAFE SCHOOL PLAN

## ATTENDANCE AND DISCIPLINE

## ANSWER

Student and parents are informed of student behavioral expectations and school discipline procedures. Yes

All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. Yes

All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. Yes

Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students. Yes

All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook. Yes

Weapons, Drugs, Safe School Zone, and Bullying Signs are posted. Yes

The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted. Yes

A daily record of student absences is maintained and parents are contacted. Yes

Students may be checked out of school ONLY by a parent or guardian. Yes

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## SAFE SCHOOL PLAN

## REPORTING CHECKLIST

## ANSWER

Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Procedures booklet.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes

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## SAFE SCHOOL PLAN

## SAFETY AND SECURITY CHECKLIST

## ANSWER

All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile classrooms, outbuildings, and storage sheds are secured and locked.	Yes
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work at the school.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are	Yes

lighted.

Chemical storage areas are locked and inventoried on a regular basis. Yes

Science lab equipment and chemicals are secured and inventoried on a regular basis. Yes

Access to bus loading areas is restricted during arrival and dismissal. Yes

Staff members are assigned to student parking areas at arrival and dismissal. Yes

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## SAFE SCHOOL PLAN

## SAFETY AND SECURITY CHECKLIST

## ANSWER

Parking areas are supervised during the school day or can be seen from the school. Yes

An area is designated as the pick-up/drop-off area for car riders. Yes

Exterior and interior walls are free from graffiti. Yes

Graffiti is reported to the school police immediately and not cleaned until cleared by police. Yes

School personnel know locations of shutoffs for water, gas, HVAC vents. Yes

Hallways are clear of travel impediments during the school day and during night activities. Yes

Vehicle access to playground/athletic areas is restricted. Yes

All playground/athletic areas are fenced and are supervised when students are present. Yes

Playground and athletic equipment is in good repair and is inspected frequently. Yes

Visitor policy signs and trespassing signs are displayed in plain view and are in good repair. Yes

All visitors, including parents, are required to sign in at the front office and wear an ID badge. Yes

All visitors check out upon leaving the building and turn in their ID badge. Yes

Visitor parking is clearly marked. Yes

All employees wear ID badges at all times during work/school. Yes

hours and on field trips.

All commercial deliveries are made at one designated entrance. Yes

All commercial deliveries are inventoried by an employee. Yes

Delivery persons are accompanied by an employee. Yes

All food deliveries are inspected and inventoried by food service personnel. Yes

Students are issued parking permits for school parking only upon proof of a valid driver's license. Yes

Student access to parking areas during the school day is restricted. Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST

ANSWER

Student drivers are aware that vehicles are subject to search when on school property.	Yes
Employees are aware of their responsibility for items in their vehicle while on school property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the school day, classrooms, restrooms, locker rooms, mobile classrooms, and all exterior doors are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in good repair.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily.	Yes
Building vault has controlled access and can be opened from the inside.	Yes
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in	Yes

the cafeteria.

Student medicine procedures are available to student and parents. Yes

Student medicine is identified by name, doctor, dispensing instructions, and is dated. Yes

Student medicine is secured (locked) with controlled access at all times. Yes

Students sign and date each time they take their medication. Yes

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## SAFE SCHOOL PLAN

## SAFETY AND SECURITY CHECKLIST

## ANSWER

Students take their medication in the office area.	
Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes
All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes

Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff.	Yes
Copies of the Emergency Procedures and Protocols booklet are distributed to all staff members.	Yes
New and temporary staff members are informed of emergency and safety procedures.	Yes
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes

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## SAFE SCHOOL PLAN

## SAFETY AND SECURITY CHECKLIST

## ANSWER

School bus safety rules are distributed to all students. Yes

All students participate in school bus emergency evacuations drills twice per year. Yes

For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school. Yes

The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested. Yes

A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system. Yes  
NOTE: Parents shall not activate or deactivate the system.

The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. Yes  
NOTE: Contact Student Relations if the monitor is not operational.

All students and staff members are brought into the building from mobile classrooms during storm warnings. Yes

Emergency early dismissal procedures are in place and practiced. Yes

Staff members are designated to secure the building after school hours. Yes

A list is maintained of after-school/extra-curricular activities and programs. Yes

On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building. Yes

The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available. Yes

at all times.

The school has implemented an anti-bullying and anti-harassment program/strategy. Yes

A procedure has been established to track reports made by students and staff of bullying and harassment incidents. Yes

A procedure has been established to investigate reports made by victims of bullying or reports made by their parents. Yes

The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies. Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST

ANSWER

Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.

Yes

Procedures have been developed for two-way communication with portable classrooms/modules.

Yes

Portable classrooms are locked when unoccupied.

Yes

Portable classroom doors are locked when class is in session.

Yes



School Name: Dekalb Agriculture Technology & Environment	FY 2021		FY 2022		FY 2023		FY 2024		FY 2025		FY 2026	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
Band/Counselor/Physical Educ/Art/Spanish	\$3,500	0.0%	\$3,570	0.0%	\$3,641	0.0%	\$3,823	0.0%	\$4,206	0.0%	\$4,626	0.0%
Dues and Subscriptions	\$13,300	0.2%	\$13,566	0.2%	\$13,837	0.2%	\$14,529	0.2%	\$15,982	0.2%	\$17,580	0.2%
Events and Holidays	\$9,500	0.1%	\$9,690	0.1%	\$9,884	0.1%	\$10,378	0.1%	\$11,416	0.1%	\$12,557	0.1%
<b>Total Instruction</b>	<b>\$428,521</b>	<b>5.0%</b>	<b>\$467,266</b>	<b>5.4%</b>	<b>\$509,803</b>	<b>5.7%</b>	<b>\$535,293</b>	<b>5.8%</b>	<b>\$588,822</b>	<b>6.1%</b>	<b>\$647,705</b>	<b>6.4%</b>

SERVICES & SUPPLIES												
Student Uniforms	\$3,000	0.0%	\$3,200	0.0%	\$3,300	0.0%	\$3,600	0.0%	\$3,900	0.0%	\$4,300	0.0%
Athletic Programs/Extracurricular Activities	\$153,000	1.8%	\$160,650	1.8%	\$168,683	1.9%	\$177,117	1.9%	\$185,972	1.9%	\$195,271	1.9%
Office Supplies	\$11,750	0.1%	\$12,338	0.1%	\$12,954	0.1%	\$13,602	0.1%	\$14,282	0.1%	\$14,996	0.1%
Office Furniture	\$30,000	0.3%	\$30,600	0.4%	\$32,130	0.4%	\$33,737	0.4%	\$35,423	0.4%	\$37,194	0.4%
Office Computers & Software	\$2,500	0.0%	\$2,550	0.0%	\$2,678	0.0%	\$2,811	0.0%	\$2,952	0.0%	\$3,100	0.0%
Printing and Copying Services	\$5,000	0.1%	\$5,100	0.1%	\$5,355	0.1%	\$5,462	0.1%	\$5,571	0.1%	\$5,683	0.1%
Postage and Shipping	\$1,500	0.0%	\$1,575	0.0%	\$1,654	0.0%	\$1,736	0.0%	\$1,823	0.0%	\$1,914	0.0%
Accounting/Bookkeeping	\$140,963	1.6%	\$148,011	1.7%	\$155,412	1.7%	\$163,182	1.8%	\$171,341	1.8%	\$179,908	1.8%
Audit	\$33,500	0.4%	\$35,175	0.4%	\$36,934	0.4%	\$38,780	0.4%	\$40,719	0.4%	\$42,755	0.4%
Payroll Services: Payroll Processing Fees	\$28,500	0.3%	\$29,925	0.3%	\$31,421	0.4%	\$32,992	0.4%	\$34,642	0.4%	\$36,374	0.4%
Banking Service Fees	\$10,650	0.1%	\$10,863	0.1%	\$11,000	0.1%	\$12,000	0.1%	\$13,000	0.1%	\$14,000	0.1%
Legal Services	\$10,000	0.1%	\$10,200	0.1%	\$11,000	0.1%	\$12,000	0.1%	\$13,000	0.1%	\$14,000	0.1%
Liability & Property Insurance: General/Auto Insurance	\$51,250	0.6%	\$54,325	0.6%	\$59,758	0.7%	\$65,733	0.7%	\$72,307	0.7%	\$79,537	0.8%
Staff Development: Teachers Training & Development	\$6,500	0.1%	\$8,450	0.1%	\$10,985	0.1%	\$12,633	0.1%	\$14,528	0.1%	\$16,707	0.2%
Special Education	\$2,500	0.0%	\$2,500	0.0%	\$2,550	0.0%	\$2,601	0.0%	\$2,653	0.0%	\$2,706	0.0%
Health Services	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Staff Recruitment	\$2,500	0.0%	\$2,550	0.0%	\$2,601	0.0%	\$2,731	0.0%	\$2,868	0.0%	\$3,011	0.0%
Student Recruitment/Parent Involvement	\$2,500	0.0%	\$2,550	0.0%	\$2,601	0.0%	\$2,731	0.0%	\$2,868	0.0%	\$3,011	0.0%
Tech Support/Computer Service Fees	\$750	0.0%	\$765	0.0%	\$780	0.0%	\$819	0.0%	\$860	0.0%	\$903	0.0%
Telephone/Internet Service	\$55,000	0.6%	\$56,100	0.6%	\$57,222	0.6%	\$60,083	0.6%	\$63,087	0.7%	\$66,242	0.7%
Food Service	\$246,000	2.9%	\$250,920	2.9%	\$255,938	2.9%	\$261,057	2.8%	\$266,278	2.7%	\$271,604	2.7%
Transportation/Auto Lease	\$11,000	0.1%	\$11,000	0.1%	\$11,000	0.1%	\$11,000	0.1%	\$11,000	0.1%	\$11,550	0.1%
Medical/Health Supplies	\$2,000	0.0%	\$2,040	0.0%	\$2,081	0.0%	\$2,185	0.0%	\$2,294	0.0%	\$2,409	0.0%
Pest Control	\$3,500	0.0%	\$3,570	0.0%	\$3,641	0.0%	\$3,823	0.0%	\$4,015	0.0%	\$4,215	0.0%
Janitorial Supplies and Services: Claening Supplies & services	\$36,550	0.4%	\$37,281	0.4%	\$38,027	0.4%	\$39,928	0.4%	\$41,924	0.4%	\$44,021	0.4%
Waste Disposal: Water/Sewer/Sanitation	\$17,850	0.2%	\$18,207	0.2%	\$18,571	0.2%	\$19,500	0.2%	\$20,475	0.2%	\$21,498	0.2%
Advertisement/Marketing	\$18,000	0.2%	\$18,360	0.2%	\$18,727	0.2%	\$19,664	0.2%	\$20,647	0.2%	\$21,679	0.2%
Board Expenses/Contract Services	\$14,000	0.2%	\$14,280	0.2%	\$14,994	0.2%	\$15,294	0.2%	\$15,600	0.2%	\$15,912	0.2%
Capital Outlay	\$440,000	5.1%	\$453,200	5.2%	\$462,264	5.2%	\$485,377	5.2%	\$509,646	5.3%	\$535,128	5.3%
<b>Total Services &amp; Supplies</b>	<b>\$1,340,263</b>	<b>15.6%</b>	<b>\$1,386,285</b>	<b>15.9%</b>	<b>\$1,434,260</b>	<b>16.0%</b>	<b>\$1,502,179</b>	<b>16.2%</b>	<b>\$1,573,676</b>	<b>16.2%</b>	<b>\$1,649,630</b>	<b>16.3%</b>

FACILITIES												
Rent/Lease/Mortgage	\$721,263	8.4%	\$735,688	8.4%	\$772,473	8.6%	\$811,096	8.7%	\$851,651	8.8%	\$894,234	8.9%
Grounds Maintenance/Landscaping	\$20,500	0.2%	\$21,525	0.2%	\$22,601	0.3%	\$23,731	0.3%	\$24,918	0.3%	\$26,164	0.3%
Repair & Maintenance	\$60,000	0.7%	\$64,800	0.7%	\$68,040	0.8%	\$71,442	0.8%	\$75,014	0.8%	\$78,765	0.8%
Utilities	\$87,250	1.0%	\$91,613	1.1%	\$96,193	1.1%	\$101,003	1.1%	\$151,504	1.6%	\$159,079	1.6%
Security Alarm	\$1,000	0.0%	\$1,020	0.0%	\$1,040	0.0%	\$1,092	0.0%	\$1,147	0.0%	\$1,204	0.0%
Security & Security System	\$40,000	0.5%	\$40,800	0.5%	\$41,616	0.5%	\$42,448	0.5%	\$44,571	0.5%	\$46,799	0.5%
<b>Total Facilities</b>	<b>\$930,013</b>	<b>10.8%</b>	<b>\$955,446</b>	<b>11.0%</b>	<b>\$1,001,963</b>	<b>11.2%</b>	<b>\$1,050,813</b>	<b>11.3%</b>	<b>\$1,148,805</b>	<b>11.8%</b>	<b>\$1,206,245</b>	<b>12.0%</b>

<b>Total Expenses</b>	<b>\$8,608,619</b>		<b>\$8,712,295</b>		<b>\$8,966,019</b>		<b>\$9,290,075</b>		<b>\$9,705,588</b>		<b>\$10,090,435</b>	
	\$0		\$0		\$0		\$0		\$0		\$0	
Contingency Fund	\$50,000		\$20,000		\$40,000		\$40,000		\$50,000		\$50,000	
<b>Surplus (Deficit)</b>	<b>\$279,409</b>		<b>(\$259,975)</b>		<b>(\$103,411)</b>		<b>\$3,790</b>		<b>\$89,887</b>		<b>\$182,974</b>	

Cash Balance												
Beginning Cash (Renewals, conversions, or org. funding amount)	\$5,571,282		\$5,850,691		\$5,320,715		\$5,097,304		\$5,101,094		\$5,190,982	
Net Surplus (Deficit)	\$279,409		(\$259,975)		(\$103,411)		\$3,790		\$89,887		\$182,974	
Release from Cash Reserves	\$0		(\$270,000)		(\$120,000)		\$0		\$0		\$0	
<b>Ending Cash</b>	<b>\$5,850,691</b>		<b>\$5,320,715</b>		<b>\$5,097,304</b>		<b>\$5,101,094</b>		<b>\$5,190,982</b>		<b>\$5,373,956</b>	

**CASH FLOW PROJECTIONS-YEAR 0/PLANNING YEAR**

School Name: Dekalb Agriculture Technology & Environment	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
<b>(A) BEGINNING CASH</b>	<b>\$5,571,282</b>	<b>\$5,492,740</b>	<b>\$5,520,550</b>	<b>\$5,569,432</b>	<b>\$5,616,013</b>	<b>\$5,664,295</b>	<b>\$5,713,886</b>	<b>\$5,764,468</b>	<b>\$5,818,140</b>	<b>\$5,872,721</b>	<b>\$5,926,393</b>	<b>\$5,966,655</b>	<b>\$5,571,282</b>
<b>REVENUES</b>													
Per Pupil Revenue (local and state share), net LEA Admin Fee	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$606,997	\$7,283,963
Title 1	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$75,000
School Lunch Program: Meal Fees	\$0	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$21,000	\$0	\$210,000
Enterprise Operations: Before/After Care	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$0	\$100,000
Capital Campaign: Fundraising/Grants	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$2,500
Extra-Curricular Activities	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$9,167	\$110,000
Interest Income	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$1,000
Paycheck Protection Program Grant	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$96,297	\$1,155,565
<b>(B) TOTAL RECEIPTS</b>	<b>\$719,002</b>	<b>\$750,002</b>	<b>\$719,002</b>	<b>\$8,938,028</b>									

**Cash Disbursements:**

<b>PERSONNEL</b>													
Principal	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$58,812	\$705,744
Social Services (Social Worker/Counselor/Nurse)	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$3,702	\$44,425
Technology Support	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$22,564	\$270,773
Teachers	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$183,523	\$2,202,281
Arts/PE/Comp Sci	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$26,109	\$313,302
Athletics/Extracurricular Coaches	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$100,000
Guidance Counselor	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$5,557	\$66,686
Special Education Teacher	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$22,886	\$274,628
Office Assistant	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$5,687	\$68,242
Office Manager	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$5,066	\$60,797
Business Manager	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$6,523	\$78,280
Maintenance	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$10,887	\$130,644
Food Service	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$6,483	\$77,791
Retirement Benefits	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$68,419	\$821,029
Health Benefits	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$43,644	\$523,727
FICA	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$7,744	\$92,923
Other Payroll Expenses/Taxes	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$6,546	\$78,550
<b>Total Personnel</b>	<b>\$492,485</b>	<b>\$5,909,822</b>											

**INSTRUCTION**

Textbooks and Environmental	\$25,000	\$14,521	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$69,521
Classroom Supplies	\$10,000	\$2,250	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$14,250
Computers - Technology	\$34,000	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$20,000	\$11,150	\$66,500
Software	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Transportation/Field Trips	\$9,000	\$4,500	\$500	\$400	\$8,000	\$200	\$200	\$200	\$200	\$200	\$200	\$189	\$23,789
Instructional Equipment/Consumable Instr	\$21,000	\$8,000	\$5,000	\$5,000	\$5,000	\$5,000	\$3,000	\$2,500	\$2,500	\$2,500	\$5,000	\$5,800	\$70,300
Library and Media Center	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$3,563	\$42,751
Student Assessment/Tutoring	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$95,000
Classroom Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PE Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Band/Counselor/Physical Educ/Art/Spanish	\$280	\$280	\$280	\$280	\$280	\$280	\$280	\$280	\$280	\$280	\$280	\$280	\$3,325
Dues and Subscriptions	\$1,500	\$0	\$0	\$6,000	\$0	\$0	\$3,000	\$0	\$0	\$1,000	\$0	\$1,135	\$12,635
Events and Holidays	\$790	\$790	\$790	\$790	\$790	\$790	\$790	\$790	\$790	\$790	\$790	\$336	\$9,025
<b>Total Instruction</b>	<b>\$113,050</b>	<b>\$41,971</b>	<b>\$21,400</b>	<b>\$27,300</b>	<b>\$28,900</b>	<b>\$21,100</b>	<b>\$22,100</b>	<b>\$18,600</b>	<b>\$18,600</b>	<b>\$19,600</b>	<b>\$40,950</b>	<b>\$33,535</b>	<b>\$407,096</b>

**SERVICES & SUPPLIES**

Student Uniforms	\$0	\$400	\$500	\$300	\$0	\$0	\$500	\$500	\$0	\$500	\$0	\$300	\$3,000
Athletic Programs/Extracurricular Activities	\$17,000	\$14,000	\$13,000	\$10,000	\$10,000	\$11,000	\$11,000	\$11,000	\$11,000	\$10,000	\$10,000	\$9,700	\$137,700
Office Supplies	\$980	\$980	\$980	\$980	\$980	\$950	\$980	\$980	\$980	\$980	\$950	\$443	\$11,163
Office Furniture	\$15,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$0	\$0	\$0	\$10,000	\$30,000
Office Computers & Software	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$2,500
Printing and Copying Services	\$500	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$500	\$5,000
Postage and Shipping	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$125	\$1,500
Accounting/Bookkeeping	\$11,747	\$11,747	\$11,747	\$11,747	\$11,747	\$11,747	\$11,747	\$11,747	\$11,747	\$11,747	\$11,747	\$11,746	\$140,963
Audit	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$2,650	\$2,675	\$31,825

**CASH FLOW PROJECTIONS-YEAR 0/PLANNING YEAR**

School Name: Dekalb Agriculture Technology & Environment	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Payroll Services: Payroll Processing Fees	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$2,375	\$28,500
Banking Service Fees	\$888	\$888	\$888	\$888	\$888	\$888	\$888	\$888	\$888	\$888	\$888	\$882	\$10,650
Legal Services	\$792	\$792	\$792	\$792	\$792	\$792	\$792	\$792	\$792	\$792	\$792	\$788	\$9,500
Liability & Property Insurance: General/Auto Insurance	\$4,271	\$4,271	\$4,271	\$4,271	\$4,271	\$4,271	\$4,271	\$4,271	\$4,271	\$4,271	\$4,271	\$4,269	\$51,250
Staff Development: Teachers Training & Development	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$540	\$560	\$6,500
Special Education	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$212	\$2,500
Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Recruitment	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$212	\$2,500
Student Recruitment/Parent Involvement	\$300	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,500
Tech Support/Computer Service Fees	\$90	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$750
Telephone/Internet Service	\$4,400	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$4,350	\$52,250
Food Service	\$12,500	\$21,500	\$21,500	\$21,500	\$18,100	\$16,950	\$21,500	\$21,500	\$21,500	\$21,500	\$14,500	\$8,850	\$221,400
Transportation/Auto Lease	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$913	\$11,000
Medical/Health Supplies	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$167	\$163	\$2,000
Pest Control	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$292	\$288	\$3,500
Janitorial Supplies and Services: Claening Supplies & services	\$2,894	\$2,894	\$2,894	\$2,894	\$2,894	\$2,894	\$2,894	\$2,894	\$2,894	\$2,894	\$2,894	\$2,889	\$34,723
Waste Disposal: Water/Sewer/Sanitation	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,413	\$1,415	\$16,958
Advertisement/Marketing	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$1,350	\$16,200
Board Expenses/Contract Services	\$400	\$0	\$400	\$0	\$400	\$2,070	\$0	\$410	\$0	\$410	\$0	\$410	\$4,500
Capital Outlay	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$33,000	\$396,000
<b>Total Services &amp; Supplies</b>	<b>\$115,213</b>	<b>\$105,935</b>	<b>\$105,435</b>	<b>\$101,835</b>	<b>\$98,535</b>	<b>\$105,025</b>	<b>\$103,035</b>	<b>\$103,445</b>	<b>\$102,535</b>	<b>\$102,445</b>	<b>\$94,505</b>	<b>\$98,887</b>	<b>\$1,236,830</b>
<b>FACILITIES</b>													
Rent/Lease/Mortgage	\$60,100	\$60,105	\$60,105	\$60,105	\$60,105	\$60,105	\$60,105	\$60,105	\$60,105	\$60,105	\$60,105	\$60,113	\$721,263
Grounds Maintenance/Landscaping	\$1,623	\$1,623	\$1,623	\$1,623	\$1,623	\$1,623	\$1,623	\$1,623	\$1,623	\$1,623	\$1,623	\$1,622	\$19,475
Repair & Maintenance	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$4,750	\$57,000
Utilities	\$6,907	\$6,907	\$6,907	\$6,907	\$6,907	\$6,907	\$6,907	\$6,907	\$6,907	\$6,907	\$6,907	\$6,911	\$82,888
Security Alarm	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$87	\$1,000
Security & Security System	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,337	\$40,000
<b>Total Facilities</b>	<b>\$76,796</b>	<b>\$76,801</b>	<b>\$76,820</b>	<b>\$921,626</b>									
<b>(C) TOTAL DISBURSEMENTS</b>	<b>\$797,545</b>	<b>\$717,192</b>	<b>\$696,121</b>	<b>\$698,421</b>	<b>\$696,721</b>	<b>\$695,411</b>	<b>\$694,421</b>	<b>\$691,331</b>	<b>\$690,421</b>	<b>\$691,331</b>	<b>\$704,741</b>	<b>\$701,727</b>	<b>\$8,475,372</b>
Contingency Fund	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$0	\$50,000
<b>(D) NET REVENUE</b>	<b>(\$78,542)</b>	<b>\$27,810</b>	<b>\$48,882</b>	<b>\$46,582</b>	<b>\$48,282</b>	<b>\$49,592</b>	<b>\$50,582</b>	<b>\$53,672</b>	<b>\$54,582</b>	<b>\$53,672</b>	<b>\$40,262</b>	<b>\$17,276</b>	<b>\$412,654</b>
<b>(E) RELEASE FROM CASH RESERVE</b>	<b>\$0</b>												
<b>ENDING CASH (A+D-E)</b>	<b>\$5,492,740</b>	<b>\$5,520,550</b>	<b>\$5,569,432</b>	<b>\$5,616,013</b>	<b>\$5,664,295</b>	<b>\$5,713,886</b>	<b>\$5,764,468</b>	<b>\$5,818,140</b>	<b>\$5,872,721</b>	<b>\$5,926,393</b>	<b>\$5,966,655</b>	<b>\$5,983,930</b>	<b>\$5,983,936</b>

**CASH FLOW PROJECTIONS-YEAR 1**

School Name: Dekalb Agriculture Technology & Environment	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
<b>(A) BEGINNING CASH</b>	<b>\$5,983,936</b>	<b>\$5,816,080</b>	<b>\$5,771,877</b>	<b>\$5,766,253</b>	<b>\$5,761,850</b>	<b>\$5,747,027</b>	<b>\$5,730,898</b>	<b>\$5,726,575</b>	<b>\$5,721,672</b>	<b>\$5,710,128</b>	<b>\$5,693,285</b>	<b>\$5,685,291</b>	<b>\$5,983,936</b>
<b>REVENUES</b>													
Per Pupil Revenue (local and state share), net LEA Admin Fee	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$650,094	\$7,801,124
Title 1	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$8,438	\$101,250
School Lunch Program: Meal Fees	\$0	\$21,420	\$21,420	\$21,420	\$21,420	\$21,420	\$21,420	\$21,420	\$21,420	\$21,420	\$21,420	\$0	\$214,200
Enterprise Operations: Before/After Care	\$0	\$20,310	\$20,310	\$20,310	\$20,310	\$20,310	\$20,310	\$20,310	\$20,310	\$20,310	\$20,310	\$0	\$203,100
Capital Campaign: Fundraising/Grants	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$240	\$2,875
Extra-Curricular Activities	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$12,393	\$148,720
Interest Income	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$88	\$1,050
Paycheck Protection Program Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>(B) TOTAL RECEIPTS</b>	<b>\$671,252</b>	<b>\$712,982</b>	<b>\$671,252</b>	<b>\$8,472,319</b>									

**Cash Disbursements:**

<b>PERSONNEL</b>													
Principal	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$59,988	\$719,859
Social Services (Social Worker/Counselor/Nurse)	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$3,776	\$45,314
Technology Support	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$15,289	\$183,467
Teachers	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$187,194	\$2,246,327
Arts/PE/Comp Sci	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$26,631	\$319,568
Athletics/Extracurricular Coaches	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$8,498	\$101,970
Guidance Counselor	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$5,668	\$68,020
Special Education Teacher	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$23,343	\$280,121
Office Assistant	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$5,801	\$69,607
Office Manager	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$5,168	\$62,013
Business Manager	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$6,654	\$79,846
Maintenance	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$11,105	\$133,257
Food Service	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$6,612	\$79,347
Retirement Benefits	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$68,344	\$820,123
Health Benefits	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$43,596	\$523,149
FICA	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$7,735	\$92,820
Other Payroll Expenses/Taxes	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$6,541	\$78,493
<b>Total Personnel</b>	<b>\$491,942</b>	<b>\$5,903,298</b>											
<b>INSTRUCTION</b>													
Textbooks and Environmental	\$30,000	\$24,000	\$2,000	\$2,500	\$2,000	\$2,500	\$2,000	\$2,500	\$2,000	\$2,500	\$2,000	\$2,473	\$76,473
Classroom Supplies	\$10,875	\$2,000	\$1,000	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$15,675
Computers - Technology	\$39,000	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$73,150
Software	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Transportation/Field Trips	\$10,000	\$5,000	\$0	\$0	\$0	\$5,000	\$0	\$0	\$0	\$0	\$0	\$4,265	\$24,265
Instructional Equipment/Consumable Instr	\$25,000	\$11,000	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$10,000	\$5,000	\$16,330	\$77,330
Library and Media Center	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$3,919	\$47,025
Student Assessment/Tutoring	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$8,708	\$104,500
Classroom Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PE Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Band/Counselor/Physical Educ/Art/Spanish	\$283	\$283	\$283	\$283	\$283	\$283	\$283	\$283	\$283	\$283	\$283	\$279	\$3,392
Dues and Subscriptions	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$1,074	\$12,888
Events and Holidays	\$767	\$767	\$767	\$767	\$767	\$767	\$767	\$767	\$767	\$767	\$767	\$769	\$9,206
<b>Total Instruction</b>	<b>\$129,626</b>	<b>\$56,851</b>	<b>\$17,851</b>	<b>\$17,551</b>	<b>\$27,051</b>	<b>\$22,551</b>	<b>\$17,051</b>	<b>\$17,551</b>	<b>\$17,051</b>	<b>\$27,551</b>	<b>\$22,051</b>	<b>\$71,168</b>	<b>\$443,904</b>
<b>SERVICES &amp; SUPPLIES</b>													
Student Uniforms	\$0	\$500	\$500	\$0	\$500	\$0	\$0	\$500	\$200	\$0	\$500	\$500	\$3,200
Athletic Programs/Extracurricular Activities	\$12,000	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	\$10,000	\$10,000	\$11,000	\$10,585	\$144,585
Office Supplies	\$977	\$977	\$977	\$977	\$977	\$977	\$977	\$977	\$977	\$977	\$977	\$974	\$11,721
Office Furniture	\$15,000	\$0	\$0	\$0	\$0	\$5,000	\$0	\$0	\$5,000	\$0	\$0	\$5,600	\$30,600
Office Computers & Software	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$207	\$2,550
Printing and Copying Services	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$430	\$370	\$5,100
Postage and Shipping	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$130	\$145	\$1,575
Accounting/Bookkeeping	\$12,334	\$12,334	\$12,334	\$12,334	\$12,334	\$12,334	\$12,334	\$12,334	\$12,334	\$12,334	\$12,334	\$12,337	\$148,011
Audit	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,800	\$2,616	\$33,416

**CASH FLOW PROJECTIONS-YEAR 1**

School Name: Dekalb Agriculture Technology & Environment	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Payroll Services: Payroll Processing Fees	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,494	\$2,491	\$29,925
Banking Service Fees	\$905	\$905	\$905	\$905	\$905	\$905	\$905	\$905	\$905	\$905	\$905	\$908	\$10,863
Legal Services	\$808	\$808	\$808	\$808	\$808	\$808	\$808	\$808	\$808	\$808	\$808	\$802	\$9,690
Liability & Property Insurance: General/Auto Insurance	\$4,527	\$4,527	\$4,527	\$4,527	\$4,527	\$4,527	\$4,527	\$4,527	\$4,527	\$4,527	\$4,527	\$4,528	\$54,325
Staff Development: Teachers Training & Development	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$669	\$8,028
Special Education	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$212	\$2,500
Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Recruitment	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$207	\$2,550
Student Recruitment/Parent Involvement	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$207	\$2,550
Tech Support/Computer Service Fees	\$64	\$64	\$64	\$64	\$64	\$64	\$64	\$64	\$64	\$64	\$64	\$61	\$765
Telephone/Internet Service	\$4,410	\$4,410	\$4,410	\$4,410	\$4,410	\$4,410	\$4,410	\$4,410	\$4,410	\$4,410	\$4,410	\$4,785	\$53,295
Food Service	\$16,138	\$20,910	\$20,910	\$20,910	\$20,910	\$20,910	\$20,910	\$20,910	\$20,910	\$20,910	\$16,500	\$5,000	\$225,828
Transportation/Auto Lease	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$913	\$11,000
Medical/Health Supplies	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$170	\$2,040
Pest Control	\$298	\$298	\$298	\$298	\$298	\$298	\$298	\$298	\$298	\$298	\$298	\$292	\$3,570
Janitorial Supplies and Services: Claening Supplies & services	\$2,951	\$2,951	\$2,951	\$2,951	\$2,951	\$2,951	\$2,951	\$2,951	\$2,951	\$2,951	\$2,951	\$2,956	\$35,417
Waste Disposal: Water/Sewer/Sanitation	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$1,441	\$17,297
Advertisement/Marketing	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$1,377	\$16,524
Board Expenses/Contract Services	\$420	\$0	\$420	\$0	\$420	\$1,725	\$420	\$440	\$440	\$440	\$0	\$440	\$4,725
Capital Outlay	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$34,650	\$415,800
<b>Total Services &amp; Supplies</b>	<b>\$116,757</b>	<b>\$107,609</b>	<b>\$108,029</b>	<b>\$107,109</b>	<b>\$108,029</b>	<b>\$113,834</b>	<b>\$107,529</b>	<b>\$107,609</b>	<b>\$109,749</b>	<b>\$104,549</b>	<b>\$101,199</b>	<b>\$95,443</b>	<b>\$1,287,450</b>
<b>FACILITIES</b>													
Rent/Lease/Mortgage	\$61,307	\$61,307	\$61,307	\$61,307	\$61,307	\$61,307	\$61,307	\$61,307	\$61,307	\$61,307	\$61,307	\$61,312	\$735,689
Grounds Maintenance/Landscaping	\$1,704	\$1,704	\$1,704	\$1,704	\$1,704	\$1,704	\$1,704	\$1,704	\$1,704	\$1,704	\$1,704	\$1,705	\$20,449
Repair & Maintenance	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$5,225	\$62,700
Utilities	\$6,562	\$6,562	\$6,562	\$6,562	\$6,562	\$6,562	\$6,562	\$6,562	\$6,562	\$6,562	\$6,562	\$6,561	\$78,743
Security Alarm	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$85	\$1,020
Security & Security System	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$3,400	\$40,800
<b>Total Facilities</b>	<b>\$78,283</b>	<b>\$78,288</b>	<b>\$939,401</b>										
<b>(C) TOTAL DISBURSEMENTS</b>	<b>\$816,608</b>	<b>\$734,685</b>	<b>\$696,105</b>	<b>\$694,885</b>	<b>\$705,305</b>	<b>\$706,610</b>	<b>\$694,805</b>	<b>\$695,385</b>	<b>\$697,025</b>	<b>\$702,325</b>	<b>\$693,475</b>	<b>\$736,841</b>	<b>\$8,574,053</b>
Contingency Fund	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
<b>(D) NET REVENUE</b>	<b>(\$145,356)</b>	<b>(\$21,703)</b>	<b>\$16,877</b>	<b>\$18,097</b>	<b>\$7,677</b>	<b>\$6,372</b>	<b>\$18,177</b>	<b>\$17,597</b>	<b>\$10,957</b>	<b>\$5,657</b>	<b>\$14,507</b>	<b>(\$70,589)</b>	<b>(\$121,734)</b>
<b>(E) RELEASE FROM CASH RESERVE</b>	<b>\$22,500</b>	<b>\$270,000</b>											
<b>ENDING CASH (A+D-E)</b>	<b>\$5,816,080</b>	<b>\$5,771,877</b>	<b>\$5,766,253</b>	<b>\$5,761,850</b>	<b>\$5,747,027</b>	<b>\$5,730,898</b>	<b>\$5,726,575</b>	<b>\$5,721,672</b>	<b>\$5,710,128</b>	<b>\$5,693,285</b>	<b>\$5,685,291</b>	<b>\$5,592,202</b>	<b>\$5,592,202</b>

**CASH FLOW PROJECTIONS-YEAR 2**

School Name: Dekalb Agriculture Technology & Environment	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
<b>(A) BEGINNING CASH</b>	<b>\$5,592,202</b>	<b>\$5,433,931</b>	<b>\$5,410,262</b>	<b>\$5,437,009</b>	<b>\$5,464,255</b>	<b>\$5,486,656</b>	<b>\$5,508,787</b>	<b>\$5,520,863</b>	<b>\$5,543,989</b>	<b>\$5,565,206</b>	<b>\$5,576,482</b>	<b>\$5,593,773</b>	<b>\$5,592,202</b>
<b>REVENUES</b>													
Per Pupil Revenue (local and state share), net LEA Admin Fee	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$682,598	\$8,191,180
Title 1	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$8,606	\$103,275
School Lunch Program: Meal Fees	\$0	\$21,848	\$21,848	\$21,848	\$21,848	\$21,848	\$21,848	\$21,848	\$21,848	\$21,848	\$21,848	\$21,848	\$218,484
Enterprise Operations: Before/After Care	\$0	\$23,357	\$23,357	\$23,357	\$23,357	\$23,357	\$23,357	\$23,357	\$23,357	\$23,357	\$23,357	\$23,357	\$233,565
Capital Campaign: Fundraising/Grants	\$276	\$276	\$276	\$276	\$276	\$276	\$276	\$276	\$276	\$276	\$276	\$276	\$3,306
Extra-Curricular Activities	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$12,641	\$151,694
Interest Income	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$92	\$1,103
Paycheck Protection Program Grant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>(B) TOTAL RECEIPTS</b>	<b>\$704,213</b>	<b>\$749,418</b>	<b>\$704,213</b>	<b>\$8,902,609</b>									

**Cash Disbursements:**

<b>PERSONNEL</b>													
Principal	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$734,256
Social Services (Social Worker/Counselor/Nurse)	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$3,852	\$46,220
Technology Support	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$15,595	\$187,136
Teachers	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$190,938	\$2,291,253
Arts/PE/Comp Sci	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$27,163	\$325,959
Athletics/Extracurricular Coaches	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$8,582	\$102,989
Guidance Counselor	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$5,782	\$69,380
Special Education Teacher	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$23,810	\$285,723
Office Assistant	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$5,917	\$70,999
Office Manager	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$5,271	\$63,253
Business Manager	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$6,787	\$81,443
Maintenance	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$11,327	\$135,922
Food Service	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$6,744	\$80,934
Retirement Benefits	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$69,695	\$836,335
Health Benefits	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$44,458	\$533,490
FICA	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$7,888	\$96,655
Other Payroll Expenses/Taxes	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$6,670	\$80,045
<b>Total Personnel</b>	<b>\$501,666</b>	<b>\$6,019,992</b>											
<b>INSTRUCTION</b>													
Textbooks and Environmental	\$35,000	\$32,000	\$0	\$0	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$7,120	\$84,120
Classroom Supplies	\$12,000	\$3,000	\$300	\$300	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$243	\$17,243
Computers - Technology	\$43,000	\$1,115	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$150	\$35,000	\$80,465
Software	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
School Transportation/Field Trips	\$11,000	\$5,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,750	\$24,750
Instructional Equipment/Consumable Instr	\$27,000	\$10,000	\$0	\$0	\$10,000	\$0	\$0	\$0	\$0	\$10,000	\$6,000	\$22,063	\$85,063
Library and Media Center	\$4,311	\$4,311	\$4,311	\$4,311	\$4,311	\$4,311	\$4,311	\$4,311	\$4,311	\$4,311	\$4,311	\$4,307	\$51,728
Student Assessment/Tutoring	\$9,579	\$9,579	\$9,579	\$9,579	\$9,579	\$9,579	\$9,579	\$9,579	\$9,579	\$9,579	\$9,579	\$9,581	\$114,950
Classroom Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PE Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Band/Counselor/Physical Educ/Art/Spanish	\$288	\$288	\$288	\$288	\$288	\$288	\$288	\$288	\$288	\$288	\$288	\$291	\$3,459
Dues and Subscriptions	\$1,095	\$1,095	\$1,095	\$1,095	\$1,095	\$1,095	\$1,095	\$1,095	\$1,095	\$1,095	\$1,095	\$1,100	\$13,145
Events and Holidays	\$782	\$782	\$782	\$782	\$782	\$782	\$782	\$782	\$782	\$782	\$782	\$788	\$9,390
<b>Total Instruction</b>	<b>\$144,055</b>	<b>\$67,170</b>	<b>\$16,505</b>	<b>\$16,505</b>	<b>\$26,405</b>	<b>\$21,405</b>	<b>\$26,405</b>	<b>\$16,405</b>	<b>\$16,405</b>	<b>\$26,405</b>	<b>\$22,405</b>	<b>\$84,243</b>	<b>\$484,313</b>
<b>SERVICES &amp; SUPPLIES</b>													
Student Uniforms	\$0	\$500	\$500	\$0	\$500	\$0	\$300	\$500	\$0	\$0	\$500	\$500	\$3,300
Athletic Programs/Extracurricular Activities	\$14,814	\$13,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$13,000	\$13,000	\$13,000	\$13,000	\$151,814
Office Supplies	\$1,026	\$1,026	\$1,026	\$1,026	\$1,026	\$1,026	\$1,026	\$1,026	\$1,026	\$1,026	\$1,026	\$1,021	\$12,307
Office Furniture	\$15,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,130	\$10,000	\$32,130
Office Computers & Software	\$223	\$223	\$223	\$223	\$223	\$223	\$223	\$223	\$223	\$223	\$223	\$225	\$2,678
Printing and Copying Services	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$405	\$5,355
Postage and Shipping	\$135	\$135	\$135	\$135	\$135	\$135	\$135	\$135	\$135	\$135	\$135	\$169	\$1,654
Accounting/Bookkeeping	\$12,951	\$12,951	\$12,951	\$12,951	\$12,951	\$12,951	\$12,951	\$12,951	\$12,951	\$12,951	\$12,951	\$12,950	\$155,411
Audit	\$2,940	\$2,940	\$2,940	\$2,940	\$2,940	\$2,940	\$2,940	\$2,940	\$2,940	\$2,940	\$2,940	\$2,747	\$35,087

**CASH FLOW PROJECTIONS-YEAR 2**

School Name: Dekalb Agriculture Technology & Environment	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Payroll Services: Payroll Processing Fees	\$2,618	\$2,618	\$2,618	\$2,618	\$2,618	\$2,618	\$2,618	\$2,618	\$2,618	\$2,618	\$2,618	\$2,623	\$31,421
Banking Service Fees	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$913	\$11,000
Legal Services	\$871	\$871	\$871	\$871	\$871	\$871	\$871	\$871	\$871	\$871	\$871	\$869	\$10,450
Liability & Property Insurance: General/Auto Insurance	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980	\$4,980	\$4,978	\$59,758
Staff Development: Teachers Training & Development	\$870	\$870	\$870	\$870	\$870	\$870	\$870	\$870	\$870	\$870	\$870	\$866	\$10,436
Special Education	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$213	\$207	\$2,550
Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Recruitment	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$214	\$2,601
Student Recruitment/Parent Involvement	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$214	\$2,601
Tech Support/Computer Service Fees	\$65	\$65	\$65	\$65	\$65	\$65	\$65	\$65	\$65	\$65	\$65	\$65	\$780
Telephone/Internet Service	\$4,570	\$4,570	\$4,570	\$4,570	\$4,570	\$4,570	\$4,570	\$4,570	\$4,570	\$4,570	\$4,570	\$4,091	\$54,361
Food Service	\$17,275	\$21,600	\$21,600	\$21,600	\$17,245	\$17,145	\$21,600	\$21,600	\$21,600	\$21,600	\$17,145	\$10,335	\$230,345
Transportation/Auto Lease	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$917	\$913	\$11,000
Medical/Health Supplies	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$173	\$178	\$2,081
Pest Control	\$303	\$303	\$303	\$303	\$303	\$303	\$303	\$303	\$303	\$303	\$303	\$308	\$3,641
Janitorial Supplies and Services: Claening Supplies & services	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010	\$3,010	\$3,015	\$36,125
Waste Disposal: Water/Sewer/Sanitation	\$1,450	\$1,550	\$1,550	\$1,550	\$1,550	\$1,020	\$1,520	\$1,520	\$1,520	\$1,520	\$1,520	\$1,373	\$17,643
Advertisement/Marketing	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,405	\$1,399	\$16,854
Board Expenses/Contract Services	\$1,250	\$0	\$1,250	\$1,250	\$1,250	\$2,850	\$1,250	\$0	\$1,409	\$1,350	\$1,560	\$1,575	\$14,994
Capital Outlay	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$35,343	\$424,116
<b>Total Services &amp; Supplies</b>	<b>\$124,203</b>	<b>\$111,064</b>	<b>\$111,314</b>	<b>\$110,814</b>	<b>\$106,959</b>	<b>\$112,429</b>	<b>\$111,084</b>	<b>\$110,034</b>	<b>\$111,943</b>	<b>\$111,884</b>	<b>\$110,269</b>	<b>\$110,496</b>	<b>\$1,342,493</b>
<b>FACILITIES</b>													
Rent/Lease/Mortgage	\$64,373	\$64,373	\$64,373	\$64,373	\$64,373	\$64,373	\$64,373	\$64,373	\$64,373	\$64,373	\$64,373	\$64,371	\$772,474
Grounds Maintenance/Landscaping	\$1,789	\$1,789	\$1,789	\$1,789	\$1,789	\$1,789	\$1,789	\$1,789	\$1,789	\$1,789	\$1,789	\$1,792	\$21,471
Repair & Maintenance	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$5,670	\$68,040
Utilities	\$7,173	\$7,800	\$7,800	\$7,800	\$6,600	\$6,400	\$7,800	\$7,800	\$7,800	\$7,800	\$7,400	\$6,600	\$88,773
Security Alarm	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$87	\$83	\$1,040
Security & Security System	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$3,468	\$41,616
<b>Total Facilities</b>	<b>\$82,560</b>	<b>\$83,187</b>	<b>\$83,187</b>	<b>\$83,187</b>	<b>\$81,987</b>	<b>\$81,787</b>	<b>\$83,187</b>	<b>\$83,187</b>	<b>\$83,187</b>	<b>\$83,187</b>	<b>\$82,787</b>	<b>\$81,984</b>	<b>\$993,414</b>
<b>(C) TOTAL DISBURSEMENTS</b>	<b>\$852,484</b>	<b>\$763,087</b>	<b>\$712,672</b>	<b>\$712,172</b>	<b>\$717,017</b>	<b>\$717,287</b>	<b>\$722,342</b>	<b>\$711,292</b>	<b>\$713,201</b>	<b>\$723,142</b>	<b>\$717,127</b>	<b>\$778,389</b>	<b>\$8,840,212</b>
Contingency Fund	\$0	\$0	\$0	\$0	\$0	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$30,000
<b>(D) NET REVENUE</b>	<b>(\$148,271)</b>	<b>(\$13,669)</b>	<b>\$36,746</b>	<b>\$37,246</b>	<b>\$32,401</b>	<b>\$32,131</b>	<b>\$22,076</b>	<b>\$33,126</b>	<b>\$31,217</b>	<b>\$21,276</b>	<b>\$27,291</b>	<b>(\$79,176)</b>	<b>\$32,396</b>
<b>(E) RELEASE FROM CASH RESERVE</b>	<b>\$10,000</b>	<b>\$120,000</b>											
<b>ENDING CASH (A+D-E)</b>	<b>\$5,433,931</b>	<b>\$5,410,262</b>	<b>\$5,437,009</b>	<b>\$5,464,255</b>	<b>\$5,486,656</b>	<b>\$5,508,787</b>	<b>\$5,520,863</b>	<b>\$5,543,989</b>	<b>\$5,565,206</b>	<b>\$5,576,482</b>	<b>\$5,593,773</b>	<b>\$5,504,598</b>	<b>\$5,504,599</b>

School Name: Dekalb Agriculture Technology & The Environment	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>
Ending Cash Balance	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>
Total Facilities Costs>15% of Total Expenses	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>	<b>OK</b>
Cash Flow Projections: Do the						
Cash Flow Proj. From the 5 yr Budget match 0-2 Cash Flow Proj.?	<b>YES</b>	<b>YES</b>	<b>YES</b>			

**Planning Year which is FY 2020-2021**

- A. Projected revenue of \$8,938,028 (this is with the new FTE and PPP received).
- B. Projected Expenses of \$8,608,619.
- C. Projected Salary and benefits was \$5,909,822. I will send the staffing budget in a separate attachment.
- D. Projected Net Surplus of \$279,409. See 2nd page - Surplus/(Deficit) line.
- E. Provided for Contingency Fund of \$50,000 for unknown increases that may occur in expenses.
- F. Note that if PPP is not available, the deficit will have been significant and we will have to transfer over \$800,000 from Cash Reserve to break even.
- G. Projected Cash balance of \$5,983,936 an increase from \$5,571,282. See CASH FLOW PROJECTIONS-YEAR 0/PLANNING YEAR.

**Year 1**

- A. Projected revenue of \$8,472,319. A reduction of \$465,709 from Planning Year of \$8,938,028.
- B. Projected Expenses of \$8,712,295. An increase of \$103,676 from Planning Year
- C. Projected Salary and benefits of \$5,903,298. Projected salary increase of 2%.
- D. Projected Net deficit of \$259,975. See 2nd page - Surplus/(Deficit) line.
- E. Provided for Contingency Fund of \$20,000 for unknown increases that may occur in expenses.
- F. Need \$270,000 from Cash Reserve to cover deficit.
- G. Projected Cash balance of \$5,592,202 a decrease from \$5,983,936. This is based on Cash Flow Projections, that means an estimate of 98% of Budget will need Cash to pay all expenses. - See Cash Flow Projections - Year 1.

**Year 2**

- A. Projected revenue of \$8,902,608 (increase of \$430,289 from Year 1 of \$8,472,319).
- B. Projected Expenses of \$8,966,019. An increase of \$357,400 from Year 1.
- C. Projected Salary and benefits of \$6,019,992. Projected salary increase of 2%.
- D. Projected Net deficit of \$103,411. See 2nd page - Surplus/(Deficit) line.
- E. Provided for Contingency Fund of \$40,000 for unknown increases that may occur in expenses.
- F. Need \$120,000 from Cash Reserve to cover deficit.
- G. Projected Cash balance of \$5,504,559 a decrease from \$5,592,202. This is based on Cash Flow Projections, that means an estimate of 99% of Budget will need Cash to pay all expenses. - See Cash Flow Projections - Year 2.

**Year 3**

- A. Projected revenue of \$9,333,865 (increase of \$431,257 from Year 2 from \$8,902,608).
- B. Projected Expenses of \$9,290,075. An increase of \$324,056 from Year 2.
- C. Projected Salary and benefits of \$6,201,789. Projected salary increase of 3%.
- D. Projected Net surplus of \$3,790. See 2nd page - Surplus/(Deficit) line.
- E. Provided for Contingency Fund of \$40,000 for unknown increases that may occur in expenses.
- G. Projected Ending Cash of \$5,101,094. This is different from Cash Flow Projection that is not provided because it is not required.

**Year 4**

- A. Projected revenue of \$9,845,475 (increase of \$511,610 from Year 3 of \$9,333,865).
- B. Projected Expenses of \$9,705,588. An increase of \$415,514 from Year 3.
- C. Projected Salary and benefits of \$6,394,285. Projected salary increase of 3%.
- D. Projected Net surplus of \$89,887. See 2nd page - Surplus/(Deficit) line.
- E. Provided for Contingency Fund of \$50,000 for unknown increases that may occur in expenses.

G. Projected Ending Cash of \$5,190,982. This is different from Cash Flow Projection that is not provided because it is not required.

**Year 5**

A. Projected revenue of \$10,323,409 (increase of \$477,934 from Year 4 of \$9,845,475).

B. Projected Expenses of \$10,090,435. An increase of \$384,846 from Year 4.

C. Projected Salary and benefits of \$6,586,854. Projected salary increase of 3%.

D. Projected Net surplus of \$182,974. See 2nd page - Surplus/(Deficit) line.

E. Provided for Contingency Fund of \$50,000 for unknown increases that may occur in expenses.

G. Projected Ending Cash of \$5,373,956. This is different from Cash Flow Projection that is not provided because it is not required.

**BABATUNDE (TONY) A. LOYE**

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2788 Kingstream Drive  
 Snellville, Georgia 30039  
 H (770)978-7183  
 C (404)723-4725  
 E-mail: Tundeloye@bellsouth.net

**CAREER PROFILE**

Pro-active and result oriented healthcare senior management executive experience with strong background in financial reporting, analysis, budgeting, strategic planning, decision support, reimbursement, contracting, managed care, healthcare regulatory, information systems and public accounting experience.

**FUNCTIONAL STRENGTHS**

- Broad-based proficiency in all aspects of accounting and financial management.
- Proficient in all aspects of short and long range forecasting, budget modeling, strategic and business planning.
- Knowledgeable of the administration and compliance in Medicare, Medicaid, managed care and private insurance accounts receivable management and billing operations.
- Proficient in the preparation of Medicare and Medicaid Cost Reports.
- Extensive knowledge of grants management, compliance and reporting requirements.
- Proficient in data modeling tools and reporting.
- Proficient in revenue cycle, accounts receivable and profit margin improvements.
- Extensive knowledge in management information systems and proficient spreadsheet presentations.
- Extensive familiarity with International Classification of Diseases (ICD-9), Current Procedural Terminology (CPT) coding, and reimbursement methodologies including RBRVS and DRG.
- Knowledgeable of federal, state and regulatory reports governing healthcare operations.
- Established track record for providing thorough research, projects and care analysis.
- Developed policy and procedures for fiscal and grants management.
- Broad knowledge of cost, utilization analysis, clinical decision support, operational improvement, and contracts analysis.

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**Consulting Chief Financial Officer – DeKalb Academy of Technology and The Environment, Stone Mountain, GA Oct. 2006 - Present**

- Plan, develop, organize, implement, direct and evaluate the organization's fiscal function and performance.
- Provide timely and accurate analysis of budgets, financial reports and financial trends in order to assist the Board, CEO, and Senior Management Team in performing their responsibilities.
- Lead the annual budget process and assist in the development of project budgets.
- Wrote accounting and financial procedures and systems ensuring that strong internal controls are in place.
- Oversee all financial activities, including accounts payable, accounts receivable, banking, general ledger, and cash Flow, etc.
- Ensure accurate and timely financial reports for grant related projects and departments in compliance with all government and funder requirements.
- Provide monthly reports to management and board of directors of current activities.
- Engage in financial analysis and specific tasks in school bond financing.
- Ensure that the assets of the school are protected by instituting asset protection policies.
- Provided leadership in securing \$7M Bond financing for new building.
- Coordinate the annual audit process.
- Reduce monthly closing of financial closing from 21 to 7 days

**Chief Financial Officer – Oakhurst Medical Centers, Inc. Stone Mountain, GA 2006**

**Dec. 1995 – Jan.**

- Proposed and instituted an automation initiative that significantly enhanced the management of receivables, tracking of clinical procedures and cash flow (increased return on receivables from 78% to over 94% in 24-month period) and 72% improvement in operating performance in 36 months.
- Reduced accounts receivable by 40 days within 18 months by improving skills of staff
- Implemented performance measurement and indicators that measure progress over time

- Developed pricing strategies and the enhancement of the internal control processes in patient processing

- Performed market analysis, forecasting modeling involved in Medicaid and Medicare changes
- Identified improper accounting transactions that caused 82% correction to the prior years audited Profit and Loss Statements
- Directed and coordinated contracts with insurance companies, managed care, and partners. Negotiated with strategic partners that increased revenues by 8%
- Reviewed business insurance coverage, identified key missing element, obtained appropriate coverage, and consolidated coverage that reduced cost 10% and employee health benefit that reduced expense by 25% with a simultaneous increase in coverage
- Performed financial analysis and provided informational reports to the Executive and Medical team such as medical utilization/cost analysis, provider productivity reports, medical cost drivers, unit cost trend analysis, etc
- Implemented alternative method of payment alternative options that enhance reducing remittance processing costs and improving cash flow through faster debtor turnover
- Implemented enhanced reporting thus enabling executive management to more clearly identify the performance of individual profit centers
- Restructured purchasing/accounts payables thus improving overall profitability by participating in term discounts
- Developed accounting and administrative policies and procedures that improved operating efficiencies, customer service, employee morale and performance
- Guided firm through cash flow shortage without missing payrolls or adversely effecting credit rating
- Prepared Medicare and Medicaid Cost Reports for maximum reimbursements
- Skillfully negotiated line of credit and the purchase of a multi-million new ultra modern medical building
- Developed all financial policies and procedures, including treasury management functions
- Reported and presented monthly operating results and utilization trend analysis to board of directors, management, and medical team.
- Restructured managed care contracts that was over 500 backlogged service orders; executed strategy that cleared backlog, dramatically improved customer service, reduce business risk and improved business partnerships within 120 days
- Participated in the leadership to attain Joint Commission on Accreditation of Healthcare Organization (JCAHO) certification
- Provided leadership in the purchase and implementation of a new Information Technology both for Practice Management, Financial, Electronic Medical Records and back office software

**Director of Finance – Grace Medical Management, Inc. Tucker, GA  
1995**

**Jan. 1994 – Nov.**

- Planned, developed, implemented, monitored and maintained all financial functions of the organization
- Monitored all financial and reporting procedures and internal controls of the organization
- Responsible for reorganizing accounting, finance, treasury, and information technology
- Purchased and implemented financial accounting and electronic billing systems that dramatically improved reporting to partners, senior management and clinicians
- Implemented risk assessment that established an effective control structure freeing processes from inefficient practices
- Developed comprehensive risk analysis of the patient population in the management of accounts receivable
- Implemented the application of credit policies to monitor outstanding debts and debtors
- Used advances in technology to present the opportunity for improvement in accounts receivable processes
- Examined and analyzed journal and ledger entries, bank statements, inventories, expenditures, tax returns and other accounting and financial records
- Participated in long-term business planning with partners and executive staff
- Renegotiated corporate insurance policies and employee health benefit reduced cost by 15% in coverage
- Analyzed financial statements and reports and provide financial, business and tax advice to the partnerships
- Performed financial analysis and provided informational reports such as standardized productivity, cost/benefit, trend projections, forecasting, charts, graphs that assist in financial data management

**Director of Finance – Community Health & Rehabilitation Services, Inc, Decatur, GA Aug. 1992 – Dec.  
1993**

- Coordinated extensively with clinical staff to reevaluate laboratory operations, obtain CLIA waivers, and bring

- forth in-house testing and billing for three laboratory procedures that increased average by 12% profit
- Planned, developed, implemented, monitored and maintained all financial functions of the organization

- Monitored all financial and reporting procedures and internal controls of the organization
- Responsible for reorganizing accounting, finance, treasury, and information technology
- Developed comprehensive risk analysis of the patient population in the management of accounts receivable
- Implemented the application of credit policies to monitor outstanding debts and debtors
- Used advances in technology to present the opportunity for improvement in accounts receivable processes
- Examined and analyzed journal and ledger entries, bank statements, inventories, expenditures, tax returns and other accounting and financial records
- Participated in long-term business planning with partners and executive staff
- Analyzed financial statements and reports and provide financial, business and tax advice to the partnerships
- Performed financial analysis and provided informational reports such as medical utilization/cost analysis, provider productivity reports, medical cost drivers, and unit cost trend analysis.
- Restructured corporate insurance policies and employee health benefit
- Skillfully negotiated bank line of credit increase while reducing covenants and shareholder personal guarantees
- Prepared Medicare cost report, consolidated in-house preparation of regulatory reports from outside certified public accounting firm resulting in a substantial cost reduction

**Controller – Selfhelp Community Services, Inc. Bronx, New York  
1992**

**Jan 1986 – Aug.**

- Recruited into position as Senior Accountant as a result of innovative control policies brought forth while conducting a compliance audit as Staff Accountant with Lewis Helphand & Company
- Promoted to the Assistant Director of Finance/Administrative Services and to the Controller position
- Sourced cross-platform automation system solutions (IBM 36, A/S 400 and Networked PC environments) as member of three feasibility analysis teams tasked with implementation of large-scale automation systems
- Coordinated analysis and presentation of financial information, the annual audit of the financial statements, preparation of the operating and capital budgets
- Organized and coordinated financial proformas and feasibility studies; and work with other departmental directors to accomplish the objectives of the board and corporate strategic plan
- Proposed and implemented a terminal based reporting system that improved the accuracy of financial reporting improved integration of time slip, payroll and billing modules
- Provided managerial assistance and training for satellite office locations on accounting policies and terminal operations
- Developed and implemented a detailed and comprehensive financial and management information system policies and procedures manual
- Coordinated grant billing, recording, and financial reporting activities
- Reviewed accounting documents to ensure accuracy of information and calculations and may make correcting entries

**Staff Accountant – Lewis Helphand & Company, Certified Public Accountants, New York, New York Feb.  
1984 – Dec. 1985**

- Performed a full spectrum of accounting functions including audit testing for numerous financial accounts, tests of controls, evaluation and documentation of accounting systems.
- Documents systems of an individual, company or other establishment to ensure financial recording accuracy and compliance with established accounting standards, procedures and internal controls
- Assisted Managers with detailed reports on audit findings and make recommendations to improve individual or establishment's accounting and management practices

**Accountant – Comma Corporation, New York, New York**

**March 1982 – Jan. 1984**

- Responsible for preparing the bank reconciliations, journal entries up to general ledger
- Assisted Accounting Manager in financial statements preparation and audit schedules

**EDUCATION AND TRAINING**

**MASTER OF SCIENCE IN ACCOUNTING, 1991**

Herbert H. Lehman College of the City University of New York, Bronx, New York

**BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION, 1984**

**Magna Cum Laude**

Medgar Evers College of the City University of New York, Brooklyn, New York

**PROFESSIONAL AFFILIATIONS/COMMUNITY SERVICE**

- Member - National Association of Tax Professionals (NATP)
- Member - Healthcare Financial Management Association (HFMA)
- Leadership Team - Joint Commission on Accreditation of Healthcare Organizations (JACHO) – Oakhurst Medical Centers, Inc. 1999, 2004
- Chairperson - Finance Committee, ClubScape, Inc. 1999 - 2009
- Advisory Committee – World Outreach Medical Institute 2006 – 2009
- President, The Nubians 2008 – 2009; 2014 – present
- Partner, Babkay Enterprises, Inc. 1993 - present
- Guest Lecturer – Morehouse School of Medicine MPH Program 2007 – 2011
- Independent Grant Reviewer – U.S. Department of Health and Human Services 2005 – present
- Chair, Executive Council, World Outreach Missions, Inc. 2006 - present
- Chair, Finance Committee – Four Corners Primary Care Centers, Inc. 2008 – present
- Co-Owner, MBA Wellness Centers, LLC 2010 – present

**COMPUTER SKILLS**

- Excel, Word, PowerPoint, AccPac, Peachtree, DacEasy, MIP, MAS200, Great Plains, Real World, QuickBooks, Oracle, Windows NT and UNIX.

**REFERENCES AVAILABLE UPON REQUEST**

Exhibit 25

## ASSURANCES FORM AND SIGNATURE SHEET

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

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for (*D.A.T.E.*) 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;

DeKalb Academy of Technology and Environment Charter School, Inc.  
Chartered through DeKalb County School District

Exhibit 25

11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;
14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;

DeKalb Academy of Technology and Environment Charter School, Inc.  
Chartered through DeKalb County School District

Exhibit 25

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

DeKalb Academy of Technology and Environment Charter School, Inc.  
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 28 day of July, 2020.

  
\_\_\_\_\_  
Governing Board Chair, Charter School

7/29/2020  
\_\_\_\_\_  
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

8/16/2020  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, DeKalb Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent, DeKalb Board of Education

\_\_\_\_\_  
Date



## Appendix A - Accountability and Consequences

### I. ACADEMIC PERFORMANCE STANDARDS

**Goal 1:** During the last year of its prior charter term and in each year of its current charter contract term, the Charter School shall:

- a. Increase its overall CCRPI score by at least 4% of the gap between 100 and its previous year overall CCRPI score in each grade band served (elementary, middle, and/or high school).

**AND**

- b. Achieve at least one of the following two performance standards:

Increase its CCRPI Content Mastery score by at least 10% of the gap between 100 and its previous year CCRPI Content Mastery score in each grade band served (elementary, middle, and/or high school).

**or**

Increase its CCRPI Progress Score by at least 10% of the gap between 100 and its previous year CCRPI Progress Score in each grade band served (elementary, middle, and/or high school).

**AND**

- c. Achieve at least one of the following two performance standards:

Achieve a statistically significant positive Value-Added Impact Score in each grade band served (elementary, middle, and/or high school).

**or**

Beat the Odds (school-wide measure). **AND**

- d. Not be on the Turnaround Eligible Schools List published annually by the Governor's Office Student Achievement or on the list of Tier II or Tier III schools published annually by GaDOE.

Note: Accountability for the fifth year of the current charter will occur during the first year of a renewal charter if granted.

### II. SCHOOL CLIMATE PERFORMANCE STANDARDS

**Goal 2:** The Charter School shall promote a positive school experience that engages students, parents and teachers. During the last year of its prior charter term and in each

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

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 15 days or more shall not exceed 10%.

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, satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.

Measure 3: Each year, 90% of teachers will indicate that they are at least "satisfied" with the overall quality of their job as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of teachers surveyed.

Measure 5: Student Retention for students of grades k-8 will remain at or above 90%.

### III. FINANCIAL PERFORMANCE STANDARDS

**Goal 3:** D.A.T.E prior charter term and in each year of its current contract term, D.A.T.E shall maintain healthy financial planning that will mitigate cash flow problems in anticipation of impending budget cuts or economic problems.

- a. Create cash flow budget to monitor monthly averages
- b. Avoid lack of cash
- c. Minimize cut in salaries
- d. Prevent surprises
- e. Pay bills on time

**Goal 4:** D.A.T.E will implement strategies to increase funding sources and reduce reliance on state and county financial supports.

- a. To increase revenue sources by 15% in the next 5 years
- b. Create marketing tools that will seek donors and agencies for financial supports
- c. Encourage and implement parents/guardians' economic supports outreach to potential donors etc.

**Goal 5:** D.A.T.E prior charter term and each year of its current charter contract, D.A.T.E shall achieve all of the following financial performance standards.

- a. Not to be in default of bond covenant
- b. Not delinquent with debts service payments
- c. Achieve current ratio that is equal or greater than 1.0
- d. Coverage ratio equal to or at least than 1.10 times the annual debt service
- e. Liquidity of at least 100 days of cash on hand

**Goal 6:** D.A.T.E to provide and submit audited and unaudited financial reports to Purchaser and the Trustee on a timely basis.

- a. Furnish audited financial statements within 210 days after the end of fiscal years
- b. Furnish unaudited financial statement and student enrollments within 45 days after the close of each fiscal quarter

**Goal 7:** D.A.T.E to submit annual independent audited financial statements to the Authority, Borrower and Trustee as regards to the accuracy of the school's accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGAS (Generally Accepted Government Auditing Standards, and in compliance with GAAP (Generally Accepted Accounting Principles) and that includes:

- a. Furnish audited financial statements to Authority before or on Nov.1.
- b. An unmodified audit opinion
- c. An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- d. An audit that does not include a going concern disclosure in the notes or an explanatory paragraph
- e. No other adverse statement indicating noncompliance with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight

#### **IV. GOVERNANCE PERFORMANCE STANDARDS**

**Goal 8:** During the last year of its prior charter term and in each year of its current charter contract term, the Charter School shall achieve all six of the following governance performance standards.

- a. All governing board members complied with all applicable open governance requirements, including policies relating to the Georgia Open Meetings Act and open records requirements.

**AND**

- b. All governing board members attended all required training, including all training required for any new governing board members.

**AND**

- c. The Board must meet minimum of seven (7) times.

**AND**

- d. Successful implementation of the Teacher and Leader Keys Effectiveness

System as verified by GaDOE.

**AND**

- e. All governing board members acted in accordance with the Standards for Effective Governance of a Georgia Non-Profit School Governing Board as sworn to in the Legal Compliance Affidavit included in the Annual Report, and as evidenced by a lack of any evidence to the contrary received by GaDOE and the authorizing district(s).

**AND**

- f. The Board reflects the sociodemographic diversity of the community it serves, as well as in its skill set/experiences relating to schools innovative focus /theme on Environment, Agriculture, and Technology.

#### **V. LEGAL COMPLIANCE PERFORMANCE STANDARDS**

**Goal 9:** During the last year of its prior charter term, the Charter School shall implement all legal requirements included in the initial charter contract in all material respects.

**Goal 10:** During each year of its current charter contract term, the Charter School shall implement all legal requirements included in its current charter contract and applicable law.

**Goal 11:** During the last year of its prior charter term and its current charter term, the Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than two times in a single school year (July 1 to June 30).

**Goal 12:** During the last year of its prior charter term and its current charter term, the Charter School shall not do anything which results in GaDOE and the authorizing district(s) placing it on probation more than three times during its current charter term.

#### **IV. IINNOVATIVE ORGANIZATIONAL GOALS**

**Goal 12.** Role of Staff. Classroom lectures will be the exception, not the norm. Interactive, Socratic methods will be used to the fullest extent possible. Lesson plans will be required, generated and developed. The preparation of lesson plans will be monitored/verified by the Principal and may submitted to the Local Board upon request.

Measures:

- a. 75% of the environmental/technological/agricultural lesson plans will be generated by the teachers themselves by way of collaborative planning, action research, and field studies.

**Goal 13.** **Teacher Attendance.** Staff job satisfaction will be demonstrated by high attendance levels for the teaching staff.

Measures:

- a. Each year of the charter renewal term, teacher daily attendance will equal or exceed 90% over the course of the year.

**Goal 14.** **Implementation of Technology Curriculum.** D.A.T.E. will infuse an environmental, technological, agricultural themes into all core subject areas for all grades.

Measures:

- a. Each year of the charter renewal term, the percentage of “themed” content will be integrated into lesson plans of the core subjects in Language Arts, Reading, Writing, Mathematics, Science, and Social Studies will meet or exceed 75%.

**Goal 15** **Student Attendance.** The unique and interactive D.A.T.E. curriculum and teachers will be popular with students resulting in high student attendance rates.

Measures:

- a. Each year of the charter renewal term average daily student attendance for D.A.T.E. students will meet or exceed 90%.

**Goal 16** **Technological Proficiency.** As a result of the infusion of technology into the D.A.T.E. curriculum, students will gain greater proficiency in the use of technology.

Measures:

- a. Each year of the renewal charter term the number of students who demonstrate mastery of at least a 90% of the standard on the National Educational Technology Standards (NETS) as measured on the Performance Indicators and Student Profile Checklist Assessment will increase by 2% over the prior year until at least 95% of all K-8 students at D.A.T.E. can do so.

**Goal 17** **Environmental/Agricultural Project.** Students will display an appreciation for and understanding of the environmental/Agricultural curriculum.

Measures:

- a. Each year of the renewal charter term, 100% of all students will produce at least three grade-appropriate projects: one developed, monitored and presented by the class as a whole; one developed, monitored and presented by small groups or pairs; and one developed, monitored and presented individually. At least one of these projects (or their results) will be presented in display form at the Earth Day Celebration or Science Fair Celebration.

## CONSEQUENCES

The State Board shall hold the Charter School accountable for the full performance of each of the consequences listed below. Failure to implement any consequence will lead to the Charter School being placed on probation; if the consequence is not implemented within 90 days of being placed on probation or within the remainder of the school year if the Charter is placed on probation within the last 90 days of the school year, the Charter School agrees that its charter contract will be automatically terminated at the end of school year in which that 90-day period began. If GaDOE and the authorizing district(s) agree that the Charter School has successfully implemented the consequences below, the Charter School shall be removed from probation.

### 1. Academic Performance Consequences

**Goal 1 Consequences:** A Charter School that did not meet Goal 1 shall produce a root cause analysis and implement a targeted school improvement plan based on that analysis during the school year in which Goal 1 results for the prior school year are released. The root cause analysis and targeted school improvement plan shall be available for inspection by GaDOE and the authorizing district(s) any time after January 1 of the school year in which it is implemented. Upon such review, either the authorizing district(s) or GaDOE may provide suggestions for additional root causes and/or targeted improvements.

### 2. School Climate Performance Consequences

**Goal 2 Consequences:** A Charter School that did not meet Goal 2 shall produce a root cause analysis and implement a targeted school climate improvement plan based on that analysis during the school year in which Goal 2 results for the prior school year are released. If the Charter School is subject to a targeted school improvement plan for failure to meet Goal 1, the targeted school climate improvement plan will be embedded within the targeted school improvement plan. The root cause analysis and targeted school climate plan shall be available for inspection by GaDOE and the authorizing district(s) any time after January 1 of the school year in which it is implemented. Upon such review, either the authorizing district(s) or GaDOE may provide suggestions for additional root causes and/or targeted improvements.

### 3. Financial Performance Consequences

**Goal 3 Consequences:** A Charter School that did not meet Goal 3 shall produce a root cause analysis and implement a targeted financial improvement plan based on that analysis during the school year in which Goal 3 results for the prior school year are released. The root cause analysis and targeted financial improvement plan shall be available for inspection by GaDOE and the authorizing district(s) any time after January 1 of the school year in which it is implemented. Upon such review, either the authorizing district(s) or GaDOE may provide suggestions for additional root causes and/or targeted improvements.

### 4. Governance Performance Consequences

**Goal 4 Consequences:** A Charter School that did not meet Goal 4 shall produce a root cause analysis and implement a targeted governance improvement plan based on that analysis during the school year in which Goal 4 results for the prior school year are released. The root cause analysis and targeted governance improvement plan shall be available for inspection by GaDOE and the authorizing district(s) any time after January 1 of the school year in which it is implemented. Upon such review, either the authorizing district(s) or GaDOE may provide suggestions for additional root causes and/or targeted improvements.

**Goal 5 Consequences:** A Charter School that did not meet Goal 5 shall produce a root cause analysis and implement a plan based on that analysis during the last year of its current charter term. The root cause analysis and related plan shall be available for inspection by GaDOE and the authorizing district(s) any time after January 1 of the last year of its current charter term. Upon such review, either the authorizing district(s) or GaDOE may provide suggestions for additional root causes and/or targeted improvements.

### 5. Legal Compliance Consequences

**Goal 6 Consequences:** A Charter School that fails in any material respect to implement any legal requirement of its prior charter contract in the last year of its prior charter term may be placed on probation by GaDOE and/or its authorizing district(s). If it is placed on probation for such a violation, the Charter School shall produce and submit to GaDOE and its authorizing district(s) within 30 days a root cause analysis and a remedial plan based on that analysis. If the legal requirement is not implemented by the Charter School within 90 days of the Charter School being placed on probation or within the remainder of the school year if the Charter is placed on probation within the last 90 days of the school year, the Charter School agrees that its charter contract will be automatically terminated at the end of school year in which that 90-day period began.

**Goal 7 Consequences:** A Charter School that fails to implement any legal requirement included in its current charter contract in all material respects may be placed on probation by GaDOE and/or its authorizing district. If it is placed on probation for such a violation, the Charter School shall produce and submit to GaDOE and its authorizing district within 30 days a root cause analysis and a remedial plan based on that analysis. If the legal requirement is not implemented by the Charter School within 90 days of the Charter School being placed on probation or within the remainder of the school year if the Charter is placed on probation within the last 90 days of the school year, the Charter School agrees that its charter contract will be automatically terminated at the end of school year in which that 90-day period began.

**Goal 8 Consequences:** A Charter School that is placed on probation by GaDOE and its authorizing district(s) more than two times in a single school year (from July 1 to June 30) agrees that its charter contract will be automatically terminated at the end of school year in which it was placed on probation two times.

**Goal 9 Consequences:** A Charter School that is placed on probation by GaDOE and its authorizing district(s) more than three times during the period beginning with the last year of its prior charter contract term and ending in at any time during its current charter contract term agrees that its charter contract will be automatically terminated at the end of school year in which it was placed on probation for the third time.

## **6. Charter Contract Renewal Consequences.**

The Charter School also agrees to the following:

- If the Charter School meets Goals I through 9 above, it will receive a five-year charter contract renewal.
  - If the Charter School fails to meet either Goal 1, Goal 2, Goal 3, or Goal 4 above, but meets the remaining three of those four Goals along with Goals 5 through 9, it will receive a three-year charter contract renewal during which one of the following will occur:
    - o The Charter School will meet the Goals included in the three-year charter contract required to earn a subsequent five-year charter contract, and a new five-year charter contract will be granted
- OR**
- o The Charter School will fail to meet the Goals included in the three-year charter contract required to earn a subsequent five-year charter contract, and the Charter School will be closed upon the expiration of the three-year charter contract.

- In making its decision regarding charter contract renewal, the State Board of Education may examine dynamic external events that are not within control of the Charter School.

## Summary of Professional Development Courses

Below are a few of the options for providing Professional Development of Agriculture and Environmental Science courses to professional teachers. Consultation may be scheduled to design custom courses that will meet the needs of a potential customer/client.

<b>Course Title</b>	What is Aquaponics?
<b>Course Number</b>	ES 101
<b>Course Goals</b>	G1: Understanding Hydroponics vs. Aquaponics G2: Grow beds and Fish Tanks G3: Grow Media

<b>Course Level Objective (CLO) By the end of this course, teachers should be able to...</b>	<b>Related Assessments(s) Teacher's assessment to confirm proficiency and achievement of the objective</b>
CLO 1: Comprehend the difference between Hydro vs. Aqua Systems	Written assessment will be administered
CLO 2: Determine what type of grow beds and tanks will meet the needs of their desired system	Build a model aquaponics system

<b>Course Delivery Mode</b>	Hybrid: Mixture of online and seat-based
<b>Primary Sources of Content</b>	Digital textbook/ Interactive Notebook
<b>Primary Forms of Content Delivery</b>	Presentations: PPT Images: Diagrams, equations Hands-on Activities

<b>Course Title</b>	Water Testing/ Aquaponics Nitrogen Cycle
<b>Course Number</b>	ES 102
<b>Course Goals</b>	G1: Understand how fish, plants, and the bacteria work together in the system G2: Understanding buffer solutions and the best methods for raising and lowering pH G3: Know the proper way to weight fish and determine food consumption based on fish density G4: Fish sexting

<b>Course Level Objective (CLO) By the end of this course, teachers should be able to...</b>	<b>Related Assessments(s) Teacher's assessment to confirm proficiency and achievement of the objective</b>
CLO 1: Create a informational chart demonstrating the Nitrogen Cycle	Draft, Design and Create a model chart
CLO 2: Determining the sex of fish	Observation of hands on experiments

<b>Course Delivery Mode</b>	Hybrid: Mixture of online and seat-based
<b>Primary Sources of Content</b>	Digital textbook/ Interactive Notebook
<b>Primary Forms of Content Delivery</b>	Presentations: PPT Images: Diagrams, equations Hands-on Activities

<b>Course Title</b>	Starting a Garden: Everything you need to know
<b>Course Number</b>	ES 103
<b>Course Goals</b>	G1:Cultivating the soil G2:Roots, Nutrients and minerals G3: Plants that thrive in the region

<b>Course Level Objective (CLO) By the end of this course, teachers should be able to...</b>	<b>Related Assessments(s) Teacher's assessment to confirm proficiency and achievement of the objective</b>
CLO 1: Cultivate the soil and prepare it for seasonal seed planting	Hands-on observation
CLO 2: Understand the process occurring underground and how roots take in nutrients from the soil	Written assessment will be administered
CLO 3: Identify plants by their leaves and select proper plants for the season	Create a slideshow presentation
CLO 4: Create and maintain excel data spreadsheet to chart growth plants	Setup and display an Excel spreadsheet

<b>Course Delivery Mode</b>	Hybrid: Mixture of online and seat-based
<b>Primary Sources of Content</b>	Digital textbook/ Interactive Notebook
<b>Primary Forms of Content Delivery</b>	Presentations: PPT Images: Diagrams, equations Hands-on Activities

<b>Course Title</b>	Animal Husbandry
<b>Course Number</b>	ES 104
<b>Course Goals</b>	G1:Produce Poultry G2:Inspection for healthy poultry G3:Proper maintenance of coop

<b>Course Level Objective (CLO) By the end of this course, teachers should be able to...</b>	<b>Related Assessments(s) Teacher's assessment to confirm proficiency and achievement of the objective</b>
CLO 1: Fertilized vs Non fertilized eggs	Hands-on observation
CLO 2: Inspect poultry to insure they are healthy and digestion systems properly working	Hands-on observation
CLO 3: Properly cut wings of poultry to avoid flight from the coop	Hands-on observation

<b>Course Delivery Mode</b>	Hybrid: Mixture of online and seat-based
<b>Primary Sources of Content</b>	Digital textbook/ Interactive Notebook
<b>Primary Forms of Content Delivery</b>	Presentations: PPT Images: Diagrams, equations Hands-on Activities