

CHARTER SCHOOL RENEWAL APPLICATION COVER PAGES

Check One: Start-up Renewal Conversion Renewal

When was the original charter term start date? Aug 2011 5-yr term; Amendment Aug 2016, 2-yr extension

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

Name of Charter School: Destiny Achievers Academy of Excellence

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

Destiny Achievers Academy of Excellence, Inc.

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

Contact Information for the Governing Board Chair

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Name

Board Chairperson

Title

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PAST PERFORMANCE

1. Complete and attach as Exhibit 5 the Performance Framework 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 performance Framework will be presented to the DeKalb BOE and the State BOE with your charter petition, so please ensure it is accurate.

Per an email from Janelle Cornwall¹ dated April 18, 2017, we are substituting the Accountability Report in lieu of the referenced Performance Framework asked for in the application:

Email from Janelle Cornwall: *"Please use the Accountability report in lieu of the referenced Performance Framework. It can be found here: <http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/Charter-Petition-Application.aspx>."*

The Accountability Report² shows Destiny Achievement Academy of Excellence (DAAOE) data reported to the Georgia Department of Education (GaDOE), Charter Schools Division, over four years from the 2012–13 (year–2 of operations) through 2015–16.

The Accountability Report provides information and data on the following:

- Tab 1 – Instructions
- Tab 2 – School Information
- Tab 3 – Governance Accountability
- Tab 4 – Academic Accountability
- Tab 5 – Financial Accountability
- Tab 6 – Operational Accountability
- Tab 7 – Promising Practices
- Tab 8 – Autonomy
- Tab 9 – Authorizer

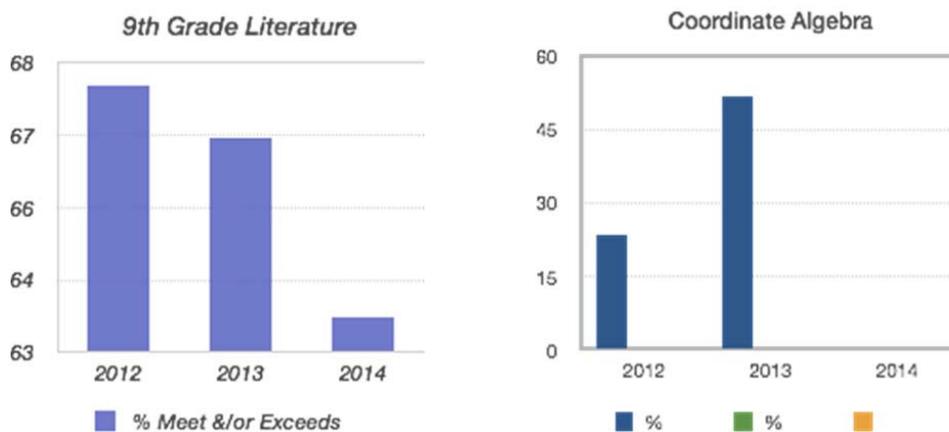
The Accountability Report does not have any data entered for DAAOE's first year of operations in 2011–12. DAAOE's current leadership team reasons this to be the case as it was the school's start-up year.

2. Provide a narrative describing how the charter school performance in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
 - Address the school's performance in each year of your current charter term.
 - Address the school's performance in comparison to traditional schools.
 - Address the school's performance in comparison to state expectations.
 - You are urged to use the DCSD Charter School Annual Report Regression Analysis

¹ Email from Cornwall dated April 18, 2017, to Leah McLeod, Barbara Pulliam and Zaheerah Kahn.

² See Exhibit 5 – [Comprehensive Performance Framework for Locally Approved Charter School](#).

INITIAL CHARTER PETITION, 2011 – 2016: DAAOE did not meet all of the goals in its initial charter contract. A Program Audit conducted in 2015 revealed that only 25% of the 13 Goals established were accomplished during the first term of the charter contract³. However, DAAOE has demonstrated success in graduating students and academic achievement in subject area tests performance. DAAOE maintained or increased its performance scores on the CCRPI’s content mastery achievement and post-high school readiness performance indicators for the 2012 and 2013 school years as indicated by the charts below.



Achievement data for 9th grade Literature and Coordinate Algebra demonstrate growth over a three-year period. For 9th Grade Literature, it can be seen that test scores went down slightly over the three- year period, but they did remain within the 60th percentile range. In Coordinate Algebra, achievement data showed a trend of increasing scores from 2012 to 2013. There is no achievement data for 2014, as the number of students participating in the test was too small to report.

In 2015, achievement data in Analytic Geometry almost met the state’s target score for African American students with 34% of DAAOE’s students achieving a passing score. The US History scores in Winter 2015 and Spring 2016, showed an increase in the number of students passing the End of Course (EOC) tests. When reviewing growth data versus achievement data, the 2015 and 2016 CCRPI scores show an increase in student growth for science and social studies.

³ See Appendix 2 – [Audit of Progress on Petition Goals](#): DAAOE 2011-2016.

The graduation rates for the four-year cohorts of DAAOE showed improvement for three consecutive years with a significant increase of 21.5% in 2014. DAAOE continues to strive to have its five-year cohorts persist in achieving a high school diploma. The five-year cohort graduation rates were stagnant due to the Georgia High School Graduation Test (GHS GT) requirement. Although the total score of 38.2 for the 2014 CCRPI indicated the desired target in student achievement and progress points was not met, DAAOE achieved a School Climate Five-Star rating. The group sizes for two of the mathematics EOC tests were too small to add to the calculations. The lack of points earned in these areas also contributed to the lower CCRPI score.

The Georgia Milestones EOC tests data does not show any areas where DAAOE students achieved a level of more than 20% proficiency. This means that students did not achieve above the level of the DCSD's test scores on the Georgia Milestones EOC tests. More notably, when DAAOE is compared to the other DCSD's alternative schools—Elizabeth Andrews (EA) and DeKalb Alternative School (DAS)—the following were observed: (1) The CCRPI scores are in the same general quartile (DAS–38, EA–42; DAAOE–34); and, (2) The mobility rate is distinctive in that students appear to be staying longer at DAAOE than the other two alternative schools. (DAS–72.5, EA–80, DAAOE–53).

When comparing DAAOE to the other Alternative Schools in DCSD, the relevant question then becomes, “*Is DAAOE serving students as well as or better than the similar schools in DCSD.*” As of this writing, CCRPI data for the most recent school year (2016-17) were not available. See Table below showing comparative high school CCRPI Data.

COMPARATIVE HIGH SCHOOL CCRPI DATA					
Year	STATE	DCSD	DAAOE	DAS	EA
2012	72.8	65.1	36.6	38.4	48
2013	71.8	62.0	49.5	22.2	44.7
2014	68.4	60.0	38.2	33.9	41.8
2015	75.8	71.8	52.7	34.0	54.3
2016	75.7	73.7	48.4	42.4	56.5

When DAAOE is compared to EA (student population behind in their course work and catch up with online courses and/or repeating failed classes) and DAS (student population who have been assigned to the school following disciplinary tribunals), we find that DAAOE’s students’ performance is closer to that of EA and outperforms DAS’ students (see Table on previous page for CCRPI data). It is important to note that the student population served at DAAOE is different from both of these schools. As well, DAAOE’s students are not typically the same students from year-to-year.

When comparing the three schools, the Star Ratings for School Climate again shows that DAAOE scores comparatively higher than DAS and runs remarkably close to EA.

CCRPI SCORES AND SCHOOL CLIMATE STAR RATINGS			
Year	DAAOE	DAS	EA
2014	38.2/5star	No score	41.8/5star
2015	52.7/4star	34.0/1star	54.3/3star
2016	48.4/3star	42.4/1star	56.5/4star

The student body of DAAOE is a combination of uniquely challenged at-risk students striving to achieve their individual goals of graduating from high school and entering the work force and/or pursuing post-secondary education. The pursuit of individual goals and aspirations are fostered by personal motivation. As a result, analyzing the summative achievement/performance data of the school, as a total group, does not tell the complete story of DAAOE students. Therefore, more in-depth analysis is done which highlights the growth of individual students and cohort groups within the school.

One leading indicator of the impact of DAAOE is its graduation rate. This positive achievement trend from 2012 to 2017 shows the school’s effectiveness in producing graduates. The school’s graduation rate for the last three years has been higher than the district’s average and in 2016 it came within 1.5 percentage points of the state’s average. The four-year and five year cohort data shows that DAAOE outperforms both DAS and EA during the period of 2012 through 2016 (see Table on the following page).

HIGH SCHOOL GRADUATION DATA – 4yr/5yr Cohort Rates					
Year	STATE	DCSD	DAAOE	DAS	EA
2012	69.7/ 69.9	57.3/ 60.1	32.1/ 33.3	1.7/ 5.6	13.7/ 24.9
2013	71.8/ 71.6	60.2/ 60.0	36.8/ 52.6	1.2/ 5.2	10.9/ 22.6
2014	72.6/73.7	62.6/62	58.3/42.4	4.3/2.2	9.3/24.6
2015	78.9/75.7	70.9/65.8	75.4/75.7	11.47/6.4	17.8/31.1
2016	79.4/81.8	70.3	77.8/80.28	14.66/11.66	11.19/35.16

EXTENDED CHARTER YEARS 2016-2018/STRATEGIC PLAN GOALS:

DAAOE’s Strategic Plan for 2016-2018⁴, indicated that 55% of the students who were present for a full academic year would pass the Georgia Milestones EOC tests in 9th Grade Literature and American Literature , American Literature, Coordinate Algebra, and Analytic Geometry by the end of the charter extension period. The unconfirmed test results for the school-year 2016-17 indicate that 35% of students passed the ELA EOC tests and 20% passed the Math EOC tests. This data will serve as *baseline data* for the two years of the extended charter petition cycle.

It is important to note, that as students progressed towards graduation their individual test performance increased. Graduation is a significant motivational factor in increasing test performance. This trend is evident in the higher attendance rate of seniors and their corresponding pass rates on EOC tests. In 2015, the CCRPI scores began reporting the percent of students absent less than 6 days. DAAOE’s absence rates for 2015 (38%), and 2016 (23%) shows a decline as a total group. However, the 2017 unconfirmed data shows the total school percentage was 40% while the senior cohort percentage was 80% illustrating that as individual students progressed towards graduation their attendance improved.

STUDENT ATTENDANCE RATE (Less than 6 days/Performance on Indicator)					
Year	STATE	DCSD	DAAOE	DAS	EA
2015	82.2%	47%	38%	35.8%	28.2%
2016	82.2%	43%	23%	31.85%	26.57%

⁴ See Exhibit 28 – [SBOE Resolution Approving Charter School](#) for a copy of DAAOE’s Strategic Plan.

Destiny Achievers Academy of Excellence (DAAOE)

DAAOE operates as an alternative school serving the needs of at-risk students facing a variety of challenges. Students enter the school at various times during a particular school-year and at various times over a four- year high school period. Therefore, when compared to traditional schools, DAAOE does not meet state requirements or Beating the Odds requirements. The DCSD's annual All Schools Poverty Regression Analysis shows DAAOE as an outlier when compared to the other district schools. DAAOE operates as a USDA/Georgia Office of Nutrition Comprehensive Assistance Program site to provide 100% of its students with a free breakfast and lunch. This makes the poverty rate of the school 100%. When compared to these schools, which are classified in like manner, DAAOE performs similarly.

A positive trend in CTAE performance for DAAOE exists and serves as a trailer or projectile of students' potential. An increase from 0% to approximately 2.17% was observed over the last two years. Indicating that DAAOE's students are beginning to envision their futures beyond high school graduation and the school provides a unique setting to support this movement.

3. Describe the school's current financial situation. In your description:
 - Include an explanation of financial results presented in the DCSD Charter School Annual Report.
 - 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. Merely meeting the minimum expectations of an audit is not an acceptable success.
 - 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 governance board is accountable for the fiscal management and oversight of DAAOE's resources and it recognizes the importance of excellent fiscal management and oversight in managing public resources to achieve the mission and vision of the school. The governance board is vigilant in fulfilling its responsibilities to see that funds are used wisely to achieve the purpose for which they are allocated. Additionally, the school's leadership team, along with the chief financial officer⁵ (CFO), has the responsibility to establish and maintain a system of internal controls in accordance with the governance board's financial policies⁶.

⁵ See Exhibit 24 – [Resume – Chief Financial Officer \(CFO\)](#).

⁶ See Appendix 11 – [DAAOE's Financial Policies](#).

The governance board expects the school to put in place a system of internal controls with policies and procedures to provide reasonable assurance that practices result in effective and efficient operations, reliable financial reporting, and compliance with applicable laws and regulations. The CFO has the primary responsibility for internal controls, financial reporting, and compliance with applicable laws, rules and regulations. The external auditor is responsible for examining the adequacy of all internal controls related to finance and compliance and for reporting any weaknesses to the governance board.

DAAOE's current fiscal management plan calls for:

- Engaging in advance thorough planning to develop the DAAOE's annual operating budget that guides expenditures to achieve the greatest educational returns and the greatest contributions to the school's educational program.
- Establishing levels of funding that provide a high quality education for all students at the school and use the best available techniques and processes for budget development and management.
- Ensuring timely and appropriate information and financial reports are provided to the governance board and all staff with fiscal management responsibilities.
- Establishing and implementing efficient procedures for accounting, internal controls, audits, risk management, investing, purchasing and delivery, payroll, payment of vendors and contractors, and all other areas of fiscal management.
- Ensuring compliance with DCSD and GaDOE fiscal requirements and the timely reporting of appropriate financial information to DCSD, GaDOE and to other entities as required by law.

During the first several years of operations, DAAOE had struggled with implementing a number of financial management policies, procedures and internal controls. Since 2015, the school has taken the requisite steps to address these issues, including hiring a CFO who works with the leadership team, finance committee and the governance board on the following five objectives:

1. Implementing Financial Policies and Procedures as well as Internal Controls. This objective ensures that (a) the School has a sound financial basis from which to operate—record keeping, cash flow management, and a system of checks and balances required for systemic scrutiny of all

financial transactions; (b) the implementation of a clear set of operating standards for the financial management of the school with consistent, organizational practices in the event of leadership or staff turnover; and (c) internal resistance to viewing the school as a business is overcome.

2. Utilizing a Comprehensive Financial Accounting System. This objective ensures that the school adheres to sound and consistent methods for collecting and organizing financial data and serves as the backbone for solid financial analysis. The school recognizes that the GaDOE requires a specific chart of accounts for organizing school financial data and the school is in compliance with said requirements.

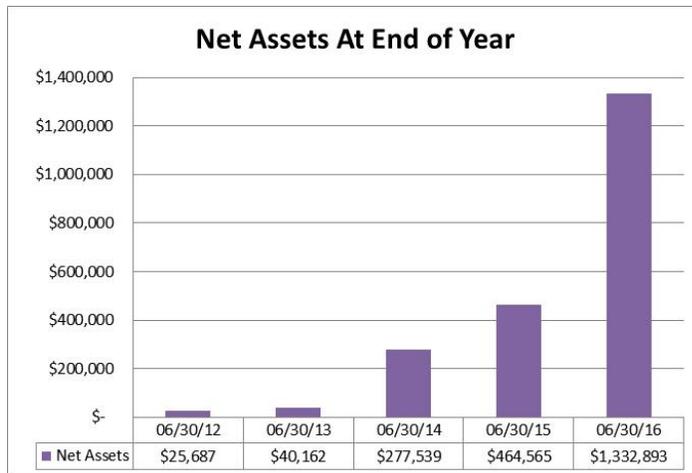
3. School and Board Level Financial Expertise. This objective ensures that both school level financial management as well as board-level capacity are in place for the school to perform well, indicating that each is necessary but not in itself sufficient.

4. Consistent and Transparent School-Level Financial and Academic Reporting. This objective ensures that the principal works closely with the CFO to develop periodic financial reports to present and review key performance indicators—budget with year-to-date activities, budgeted vs. actual spending, student enrollment variance, current ratio, and other reports.

5. Proper Accounting for In-Kind Services. The governance board understands that it can be difficult to accurately capture the dollar value of in-kind support—transportation, facilities, and student support services to name a few, as provided to the school. However, this objective ensures that the school shall develop and use appropriate industry standards and measures concerning in-kind services, as well as recognize and record them in the school’s financial reports.

Since its inception DAAOE has operated with a positive Net Assets at the end of each fiscal year⁷ (see chart on following page), which has increased steadily over the last five years. As a result, the school is economically viable as measured by: (1) annual audits conducted by a Georgia licensed certified public accountant; (2) developing budgets that demonstrate an effective allocation of resources, which support the school’s goals each fiscal year; (3) establishing a written set of financial policies, procedures, and internal controls that set clear operating standards for the management of the school, and are reviewed

⁷ See Appendix 12 – DAAOE’s Annual Financial Audit Reports.



and updated annually; and (4) adhering to sound and consistent methods for collecting and organizing financial data to meet Generally Accepted Accounting Principles as well as DSCD and GaDOE requirements.

Over the last two years, DAAOE's financial performance over the short-term has been excellent with (1) student

enrollment variance exceeding 90% thereby ensuring that revenues are within the projected budgeted amounts to maintain staff and programming requirements to operate the school; (2) the current ratio has exceeded 1.1 and is higher with each year ensuring that the school has adequate resources to cover its liabilities; (3) the school's unrestricted cash days exceeds 90 days and continues to be positive year over years; (4) the debt-to-asset ratio is below 0.9 which means that the schools cautiously reviews new liabilities before taking them on; and (5) the school is not in default of any loans, delinquent on any debt service payments, and/or behind on accounts payables.

Also, within this timeframe, the school's long-term financial performance has also been stellar as evidenced by (1) five-year cash flow projections which demonstrates that DAAOE has and continues to maintain adequate reserves during the term of the charter; (2) the school has maintained an annual total margin that is positive every year during the charter term; (3) long-term debt-to-asset ratio has been less than 0.9 for each year of the charter term; and (4) student enrollment has been maintained and continues to grow each year as indicated in the school's growth projections.

4. Provide a brief overview of the school's current governance structure. In your description, you must include:
 - Specific examples of decisions the governing board has made on behalf of the school, within the following areas of authority: financial, resource allocation, personnel, curriculum and instruction, school improvement, and school operations.
 - Specific examples of decisions the school leader has made on behalf of the school.
 - How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable.
 - 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.
 - Full response to the Governing Board Observations conducted by the DCSD Charter Office as Exhibit 30.

Over the past six years, DAAOE's governance board has been through many challenges, including the death of its founder and CEO. By 2015, the new governance board chairperson began the arduous task of rebuilding the board as well as understanding that it is subject to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq. where meetings of the governance board are advertised in advance and open to the public and the governance board is responsible for the management and oversight of the school's affairs in accordance with the mission and vision of the school. The board's duties include, but are not limited to, establishing the strategic direction of the school; developing and adopting policies that guide decision making in the school; securing funding for the implementation of the strategic plans and operations of the school; and, monitoring the implementation of all board-approved plans and policies.

The governance board chairperson realized that all members needed training to understand their roles and responsibilities as well as how to use the tools and resources (for example, the Bylaws) they had for carrying out their duties. The board chairperson, with the help from state approved governance training consultants, embarked on a training program⁸ so board members could maximize the use of available governance resources from DCSD and GaDOE.

During this restructuring process, the board also revised DAAOE's Bylaws⁹ and recruited additional board members who have the competency and capacity to commit the necessary time and resources to help the school reach its full potential. To further that end, the board also prepared position descriptions for the officers of the board. At the start of this process, the governance board operated with five members and now the board is comprised of nine members, the maximum allowed under the Bylaws, with the skill sets necessary for carrying out the board's management and oversight responsibilities of the school's affairs, in accordance to the mission and vision of the school.

While governance training had been a challenge in prior years, the governance board completed the 2016-17 school-year with each board member completing six or more hours of training and they recently completed an orientation for new governance board members. The current governance training

⁸ See Exhibit 6 – [Governance Board Governance Training Plan](#).

⁹ See Exhibit 2 – [Bylaws](#).

plan shows that all board members will obtain all required training for school-year 2017-18 in accordance with the GaDOE rules. Board members are aware of their primary responsibilities which are to:

- **Serve as Ambassador.** Promote the DAAOE's mission, generate goodwill for the school, encourage support for staff and volunteers; make introductions to potential donors, foundations, and other supporters; and enhance the DAAOE's public standing.
- **Be Fiscally Responsible.** Adopt and maintain a balanced budget; review revenues and expenses on a monthly basis to ensure adequate resources to run the daily operations of DAAOE; strengthen the school's financial base by participating in and contributing to its annual fund, up to their ability; participate in strategic planning for the School; and other development efforts.
- **Be Legally Responsible.** Maintain accountability and act on behalf of DAAOE and its interests, putting aside personal concerns, affiliations, or constituencies; and develop and adopt policies to ensure that the School is organized and administered in a manner that is in compliance with all applicable federal, state, and local laws to ensure its legal and ethical integrity.
- **Responsibly Staff the Office of the Principal.** Hire and supervise DAAOE's principal and CFO, and evaluate their performance based on agreed upon goals with the governance board; ensure succession planning to facilitate a strong transition should there be a sudden or unanticipated departure of any of the members of the leadership team; and, utilize board members' expertise to assist with determining, monitoring, and strengthening the school's programs and services.
- **Do the Work of the Board Through a Committee Structure.** Ensure effective organization and provide a flexible, streamlined board structure consisting of essential standing committees and task forces. Standing committees shall include, but are not limited to: executive, governance, finance, teaching and learning, and fundraising. This structure allows the governance board to complete its management and oversight responsibilities and promptly respond to changing circumstances and match committees to goals set in the DAAOE's strategic plan.
- **Carry Out the Responsibilities of Board Members:** (i) attend 80% of board meetings annually; (ii) make a personal financial contribution, up to their ability, to DAAOE ensuring that the board

achieves 100% participation, and; (iii) serve on at least one committee.

Governance board members focus on oversight responsibilities and refrain from school-level management and decision-making, and do not interfere and/or micro-manage school operations as these responsibilities rest with the principal.

SPECIFIC EXAMPLES OF GOVERNANCE BOARD DECISION MAKING:

Personnel and Financial: In December 2015, the governance board made the tough decision to transition from the then principal to the current principal. This new full-time principal has served for one-and-a-half years to date, being in the role of school leader since December 2015. As part of this process, the governance board developed a written job description for the principal so that roles, responsibilities, and expectations are clearly defined and understood by all parties.

Additionally, the board established clear definitions for the governing board-principal relationship, for example, the governance board: (i) approves the school’s annual budget; (ii) reviews periodic financial reports (balance sheet, income statement, changes in financial position); and (iii) ensures that proper internal controls are in place. While the principal will: (i) prepare the school’s annual budget with input from CFO, staff and the board’s finance committee; (ii) oversee the preparation of periodic financial reports; and (iii) implement proper financial controls.

PRINCIPAL	GOVERNANCE BOARD
• Prepares DAAOE’s annual budget	• Approves DAAOE’s annual budget
• Oversees preparation of financial reports	• Uses financial reports to make decisions
• Implements financial policies	• Develops financial policies

The governance board also realized the need for a CFO who met the GaDOE requirements for serving in this position and determined to fill the CEO position with an external consultant working part-time. DAAOE’s CFO holds all appropriate credentials required by the State Board of Education rule 160-4-9-.04. While the governance board is responsible for the management and oversight of the financial management of the School, the principal, working with the CFO, is be responsible for the day-to-day financial management of DAAOE. Except as may otherwise be provided, DAAOE has obtained and will

maintain Crime and Fidelity insurance¹⁰ in the amount of \$1,000,000/loss (maximum deductible of \$10,000/occurrence) covering employee theft and dishonesty, forgery or alteration, theft of money and securities, robbery or safe burglary, computer fraud, and money orders and counterfeit currency.

School Improvement and Curriculum and Instruction: The governance board's first priority is to improve academic achievement for all students attending DAAOE by expanding learning opportunities for all students and operating under a performance-based accountability system. The governance board recognized the mismatch between the academic programming and the academic needs of students. They approved the principal's recommendation to move from a direct instructional model to a blended learning model to offer a flexible teaching and learning environment for both teachers and students.

The governance board also supported the principal in their review of instructional staff to ensure that teachers and staff employed by DAAOE are competent to carry out the day-to-day instructional and operational tasks of the school. The board also supported training teachers and staff in understanding their roles and responsibilities regarding school autonomy, funding, administration and oversight, student and organizational outcomes, measures for evaluating success and failure, and performance consequences.

School Operations and Resource Allocation: Overall, the governance board aims to ensure that it collectively possesses the diverse expertise and capacities needed to execute its management and oversight responsibilities to govern DAAOE, and to carry out the board's policy making and strategic decision making roles for the long-term success of the school. Foundational to this mandate, the board developed a strategic plan for DAAOE to cover the charter school extension period (2016-18). Under the strategic plan, the board will continue to support (i) increasing board member skills, knowledge and commitment to carry out their roles and responsibilities, (ii) supervising and evaluating the principal, (iii) ensuring DAAOE's economic sustainability, (iv) monitoring long- and short-term financial benchmarks, and (v) overseeing performance objectives through a functioning committee structure.

During board meetings when recommendations are brought forth, board members have the opportunity to ask questions, and ask for clarification prior to voting. For example, when discussing the

¹⁰ See Exhibit 16 – [School's Insurance Coverage](#).

budget, board members refer to the goals of the strategic plan. This ensures the continuous monitoring of the budget, and that the allocation of appropriate resources occurs.

SPECIFIC EXAMPLES OF PRINCIPAL DECISION MAKING:

The principal has made strong hiring decisions for school-year 2016-17 as well as the coming school-year 2017-18, identifying and retaining competent and experienced staff members with relevant experience to meet the diverse needs of DAAOE's at-risk students. Staff members are also aware of and understand DAAOE's overall academic programming now and for the renewal charter application and the need to ensure that students are successful during their time at the school. Moreover, new staff members are energetic and willing to go above and beyond for their students. For example, school was out in May, yet teachers remained on-site working with DAAOE's leadership team for two weeks to plan for the upcoming school year.

The principal continues to work with students and their families to build parent capacity to support student success. Throughout the school year, parents/guardians receive training on DAAOE's new programs that their students will be involved in, the school's expectations for success, and what parents need to know in order to assist their student. As a result, the principal ensures that a timeline for training parents is developed and parents are notified of the schedule and purpose for training sessions.

The principal is responsible for developing community partnerships¹¹. For example, DAAOE has partnered with T-Mobile, WiFi-internet services provider, where staff completed several beautification projects at the school and City Year painted the computer lab and created an outdoor seating area for students. Other partnerships include Grady Memorial Hospital, Holistic Stress Control, and Proactive Counseling Services.

The governance board is responsible for evaluating the principal and chief financial officer. The executive committee uses the GaDOE's Leader Keys Evaluation System (LKES) to evaluate the principal¹². All members of the executive committee have been trained in this process and can utilize the

¹¹ See Exhibit 19 – [LOIs and Agreements Detailing Partnerships](#)

¹² See Appendix 14 – [Evaluating the School Leader](#).

services GaDOE approved governance trainers when necessary. Additionally, the principal will have the responsibility to achieve applicable goals contained in the school's strategic plan¹³ for the school years 2016-17 and 2017-18. Contracts for consultants are few and are issued for specialty work. Consultants follow the same procedures for selection as vendors¹⁴ and the contract for services includes presentations to the governance board at key milestones stages of the project. The governance board Training Plan for the school year 2017-2018 is attached in Exhibit 6 and the full response to the Governing Board Observations conducted by DCSD Charter Office can be found in Exhibit 30.

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 (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.
 - Secure technical assistance and training.
 - Ensure the adequate number and qualification of SPED staff.

DAAOE complies with all applicable State and Federal Laws to serve students with disabilities, including Section 504 of the Rehabilitation, the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act, revised 2004 (IDEA). DAAOE also follows the procedures prescribed through the DCSD's Office of Student Support Services to provide state and federally mandated services for students with disabilities through the identification and implementation of written individual education plans (IEP) and 504 plans.

Parents of newly enrolled students are asked to submit their student's special education records. The Support Services Team—lead teacher of special education (LTSE), student special education teacher(s), and counselor—evaluates each student's IEP/504 Plan so that appropriate interventions and

¹³ See Exhibit 28 – [SBOE Resolution Approving Charter School](#).

¹⁴ See Appendix 11 – [DAAOE's Financial Policies](#).

Destiny Achievers Academy of Excellence (DAAOE)

supports are provided, both directly and/or under contract with outside providers. The IEP team led by the LTSE meets annually with each student and their parents/guardians to review and revise their IEP.

Additional IEP parent conferences are held throughout the year at the request of parents/guardians. Each student's IEP determines the amount of time a student will be served in the general education program.

Students are supported in the general education classroom through the co-teaching model with both special education and general education teachers. All support and assistive technology needs, as identified in the IEP, are provided to students.

DAAOE is operated out of a facility located at: 3595 Linecrest Road, Ellenwood, Georgia 30294. This facility will be used for the renewal term of the charter. The facility layout contains classrooms, academic support spaces, and administrative office space. The instructional classroom size exceeds the state minimum. Overall, the facility accommodates DAAOE's blended learning program with boys and girls restrooms, and sufficient gathering spaces—cafeteria/auditorium, and computer labs. Additionally, the facility is in compliance with all applicable zoning and building codes and meets the requirements of the Americans with Disabilities Act (ADA), as amended, so students with disabilities have equal access to all aspects of the school's educational program.

For certain violations of the student's code of conduct¹⁵, the Student Support Team in collaboration with the Dean of Discipline will determine if the conduct requires a Manifestation Determination Review (MDR). If the behavior is determined to be a manifestation of the student's disability, the Student Support Team and the child's parents and guardians may modify the current IEP, and/or develop a Behavior Intervention Plan (BIP), and/or agree to a change of placement. If the behavior is determined not to be a manifestation of the child's disability, then disciplinary procedures applicable to students without disabilities will be applied to the student. Also, if a student with a disability is facing suspension or removal for more than 10 consecutive or cumulative days throughout the school year, the School will ensure that the student has continued access to the general curriculum and educational opportunities.

¹⁵ See Exhibit 12 – [Student Code of Conduct](#) and Exhibit 13 – [School Discipline Policies and Procedures](#).

When a parent has a concern about the special education programming for their child, they are encouraged to immediately request an informal parent-teacher conference. This helps to eliminate the risk of miscommunication that could occur via email or phone conversation. The LTSE attends this meeting with the student's teacher to get a clear understanding of the issues and all parties work earnestly to resolve the conflict. However, if a parent is not satisfied with the situation after this meeting, they can request an IEP meeting. The LTSE may request that the parent put in writing their concerns and goals for the meeting so that it can be shared with the members of the IEP team prior to the meeting. This way the IEP team can bring work samples, time logs or other pertinent information. The majority of parent conflicts are resolved at the IEP meeting. At this juncture, if the parent is still not satisfied then they can request to undergo mediation, file a formal complaint or request a due process hearing.

DAAOE maintains all student records in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPPA) regulations. The Data Coordinator will keep and maintain all required student academic and health records in Infinite Campus. DAAOE will also ensure that school personnel directly related to the providing services for special education students will have access to student records and said personnel will safeguard student records and keep all information and data on students confidential and all print copies of students' records are kept in locked file cabinets.

DAAOE may provide special education services and accommodations both directly and under contract with outside providers, or arrange provision of said services with assistance with DCSD. DAAOE works specifically under the DCSD charter schools guidelines for special education wrap-around services to provide a continuum of special education services and this process is overseen by the LTSE. To date, DAAOE has not had to provide services for any student outside of the continuum of special education services provided by DCSD to charter schools.

The job responsibilities of special education teachers are complex and demanding from case management to data collection to facilitating IEP meetings. As a result, DAAOE teachers participate in DCSD/GaDOE/In-Service special educators training to obtain staff development resources, technical

assistance, and receive up-to-date information on changes to district and state special education policies and regulations. DAAOE requires its special education staff to participate in training on wide variety of topics related to students with disabilities with particular focus on student achievement and compliance with regulations pertaining to students with disabilities.

The Support Services Team working with the instructional leadership team takes a number of factors into consideration when determining the number and qualifications of the special education staff needed for a particular school-year. These considerations include the intensity of students' individual needs, the number of students based on school census data, teacher responsibilities, and time required beyond direct services. The final recommendations for staffing and caseload are based on the services and supports needed to implement each student's IEP in the least restrictive environment (LRE). These recommendations are different each year based on the actual number of special education students enrolled at DAAOE each year.

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 ELLs. Describe how student progress is monitored post-exit from the ESOL program, including staff roles, frequency, and types of data/documents reviewed. Identify the thresholds for exiting a student from the ESOL program. Indicate what if any supports and services are provided to students in the post-exit phase.

DAAOE has not enrolled any ESOL (English for Speakers of Other Language) students since its opening. However, should DAAOE enroll ESOL students in the future, the school will provide the state and federally mandated instructional supports and services. Students eligible for ESOL services will be screened using the World-Class Instructional Design and Assessment (WIDA) Consortium's WIDA-ACCESS Placement Test (W-APT). The results of W-APT will be used to provide appropriate supports and services for English Language Learners (ELL) in the general education classroom.

DAAOE will serve ELLs using the Push-In Model, where the ESL (English as a Second Language) teacher works closely with them during instruction to assist with understanding the material being taught. Additionally, the teachers of academic content will utilize the Sheltered Instruction Approach to working with ELLs. This approach is a set of teaching strategies that lowers the linguistic

demand of the lesson without compromising the integrity or rigor of the subject matter. For example, modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., visuals, demonstrations, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

The Personalized Learning program that will be used at DAAOE will be adjusted to meet the languages needs of ELL student and the school will also be able to send detailed messages to parent in the languages spoken at home. Academic progress will be measured through ELL students' class course performance, benchmark testing, and EOC tests. Further, ELL students will follow and meet all District criteria for meeting progress measures and evaluative standards to exit the program. DAAOE will use the following Exit Criteria: students will need to score a Level 5 (Tier C) on ACCESS; perform on the proficient level of the Language Assessment Conference; and, score at the proficient level on the state assessments for reading/reading comprehension; or on a grade level for approved local assessments of reading/reading comprehension and high school language arts.

7. Explain how the charter school determines which students need remediation in each core content area, and the frequency in which this is monitored. Describe the methods, strategies, and instructional programs the charter school uses to provide remediation for students at risk of academic failure. Include how the structure of the day is impacted to provide intentional remediation. Describe your multi-tiered support system (such as RTI), including gifted and talented. The description of the multi-tiered support system should include the specific academic and behavior interventions used for different tiers, who is responsible for such interventions, and for how long and with what frequency certain interventions are tracked prior to referral for special education services.

Upon accepting students into DAAOE, we review each student's transcript taking notice of any core content area courses students have taken and failed. Students who have failed a core content course are placed in Tier 2 and offered remediation appropriate for the content area. Students are offered remediation 3 times a week for 30 minutes and are monitored through the 9 weeks grading period.

In addition to reviewing students' transcripts, all students take the NWEA MAP test within the first two to three weeks of school and two more times throughout the school year. Teachers use these scores to group students within their classrooms and to determine if a student needs to move up or down a

tier level on the RTI pyramid. Teachers also use grades students receive on standards based assessments within a 4.5 week grading period. Students moved to a higher tier level receive remediation appropriate for the content. Students placed on tier two are offered remediation 3 times a week for 30 minutes and are monitored for 6-8 weeks (two grading periods). Students placed in tier three are offered remediation 3-5 times a week for 30 minutes and are monitored for 6-8 weeks (two grading periods).

DAAOE uses its very own instructional strategy, ©GOALS differentiation stations, to provide remediation during the school day for students at risk of academic failure. Teachers group students based on their individual MAP scores, pretest scores, and/or previous EOC scores. Each day, groups are placed into stations in which they complete differentiated activities during their class period. Groups with students in Tiers 2 and 3 will spend more time receiving one-on-one help from the teacher and/or viewing lesson videos that focus on their areas of weakness in addition to giving them additional support on the content being covered in class.

DAAOE also offers targeted tutorials after school twice a week for one hour and Saturday tutorials once every 4.5 week grading period. Teachers use standards based assessments to identify students who need remediation on specific standards throughout the semester. These students are given the opportunity to receive standards based remediation during targeted tutorial. All students in need of extra assistance and/or time are invited to Saturday tutorials as a last effort to improve their grades before the end of a grading period.

Finally, all students participate in advisory¹⁶ each day. Two days out of the week, advisory teachers focus on student academic conferences and remediation. Students will have the opportunity to complete assignments and receive remediation during advisory. Students placed on Tier 2 or Tier 3 will have the opportunity to meet with a content area teacher to provide them the necessary remediation.

Tier 1: General classroom setting with 55 – minute classes. Teachers provide instruction based on the GSE standards and DCSD curriculum. Through the use of technology, teachers offer enrichment

¹⁶ See GaDOE Teachers-As-Advisors Frameworks
<https://www.georgiastandards.org/resources/Pages/Tools/Teachers-as-Advisors.aspx>.

via performance tasks, projects, and alternate assignments to our gifted and talented students. Teachers offer targeted tutorial twice a week for one hour for students who need remediation on specific standards. Teachers offer Saturday tutorial once every 4.5 week grading period to provide students a final opportunity to improve grades before the end of a grading period. Teachers monitor students' grades and performance on MAP Assessments.

Tier 2: General classroom setting with 55 – minute classes. Teachers provide instruction based on the GSE standards and DCSD curriculum. Teachers offer remediation via lesson videos, small group instruction, and one-on-one instruction 2-3 times a week for 30 minutes in class. Teachers offer targeted tutorial twice a week for one hour for students who need remediation on specific standards. Teachers offer Saturday tutorial once every 4.5 week grading period to provide students a final opportunity to improve grades before the end of a grading period. Teachers monitor students' grades and performance on MAP Assessments. Teachers and the RTI coordinator monitor students' progress from remediation for 6-8 weeks (approximately 2 grading periods). Teachers and the RTI coordinator discuss the need to change interventions and/or move student up or down a tier if student shows no signs of improvement within 4-5 weeks. Teachers, RTI coordinator, counselor, and Special Education teacher will begin and monitor the SST process for students recommended for tier 3.

Tier 3: Students are monitored by the teachers, RTI coordinator, counselor, and Special Education teacher via the SST process. General classroom setting with 55 – minute classes. Teachers provide instruction based on the GSE standards and DCSD curriculum. Teachers offer remediation via lesson videos, small group instruction, and one-on-one instruction 3-5 times a week for 30 minutes in class. Teachers offer targeted tutorial twice a week for one hour for students who need remediation on specific standards. Teachers offer Saturday tutorial once every 4.5 week grading period to provide students with a final opportunity to improve grades before the end of a grading period. Special Education teachers will conduct pull-outs when necessary to complete appropriate testing based on student's areas of deficiency. Teachers, RTI coordinator, and Special Education teachers monitor students' grades and performance on MAP Assessments. Teachers, RTI coordinator, counselor, and Special Education teachers

Destiny Achievers Academy of Excellence (DAAOE)

monitor students' progress from remediation for 6-8 weeks (approximately two grading periods).

Teachers, RTI coordinator, counselor, and Special Education teachers discuss the need to change interventions if student shows no signs of improvement within 4-5 weeks or to proceed with the SST process and refer student for special education services.

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

DAAOE's data collection on discipline goes back to school-year 2013-14. The data shows that there were no expulsions at the school since it opened. However, there has been an increase in the number of in-school suspensions over the last three years.

YEAR	ISS (# and %)	OSS (# and %)	EXPULSIONS (# and %)
2013-2014	0	0	0
2014-2015	0	7/4.4%	0
2015-2016	14/8.1%	43/24.4%	0
2016-2017	15/7.8%	55/28.6%	0

When DAAOE is compared to DeKalb Alternative School (DAS) and Elizabeth Andrews (EA) High School with regards to discipline and dismissal data from the Office of Civil Rights (2013-14, most recently reported data), the schools had lower incidences of discipline issues across the board.

STUDENTS REFERRED TO LAW ENFORCEMENT		
DAAOE	DAS	EA
2	57	16
1.6%	37%	2.4%

IN SCHOOL SUSPENSION		
DAAOE	DAS	EA
0	15	0
0	9.8%	0

OUT OF SCHOOL SUSPENSION		
DAAOE	DAS	EA
0	28	151
0	18.3%	23%

EXPULSIONS		
DAAOE	DAS	EA
0	0	0

9. Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt and 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.

There are no additional difficulties faced by DAAOE during the charter term that have not already been discussed under the prior questions.

PROPOSED CHANGES

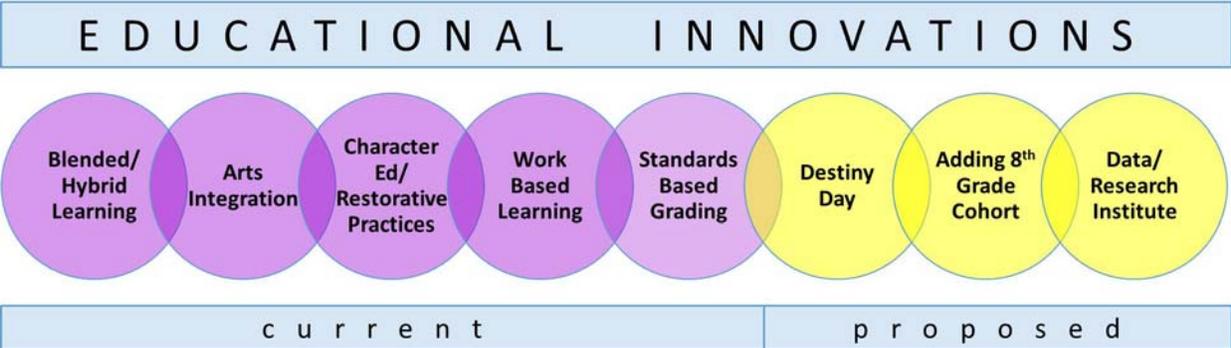
10. If the answers given above to questions 1 – 8 reflects a change to any of the following, please provide the rationale for the change:

- A. ACADEMIC CHANGE
 - 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

Since 2015, the academic focus at DAAOE’s has been on the following eight innovations:

- (1) Blended/Hybrid Learning
- (2) Arts Integration
- (3) Character Education/Restorative Practices
- (4) Work Based Learning
- (5) Standards Based Grading
- (6) Destiny Day – 7:30 a.m. to 7:30 p.m.
- (7) Adding 8th Grade Cohort
- (8) Establishing an Alternative School Data/Research Institute.

The first innovations are in various stages of implementation and the last three on the list are planned to start in the first year of the renewal charter petition period. The rationale for these changes from the original charter petition are described below.



(1) Blended/Hybrid Learning

DAAOE approach to teaching and learning is designed to work with students who have academic deficits. DAAOE students are, in most cases, behind in their academic work. So, we have designed teaching and learning to occur in a blended/hybrid¹⁷ learning environment that accommodates (1) small groups, (2) one-on-one, (3) mid-size groups, and (4) whole class instruction in an expanded school day.

Students' assessment data on specifically what their needs are will inform the instructional support model. For example, those students who have at least one area of need may not have to spend as much time with direct instructional support teachers, as the student who needs support in multiple academic areas. In all cases, students are monitored so that we can detect early on what supports are needed.

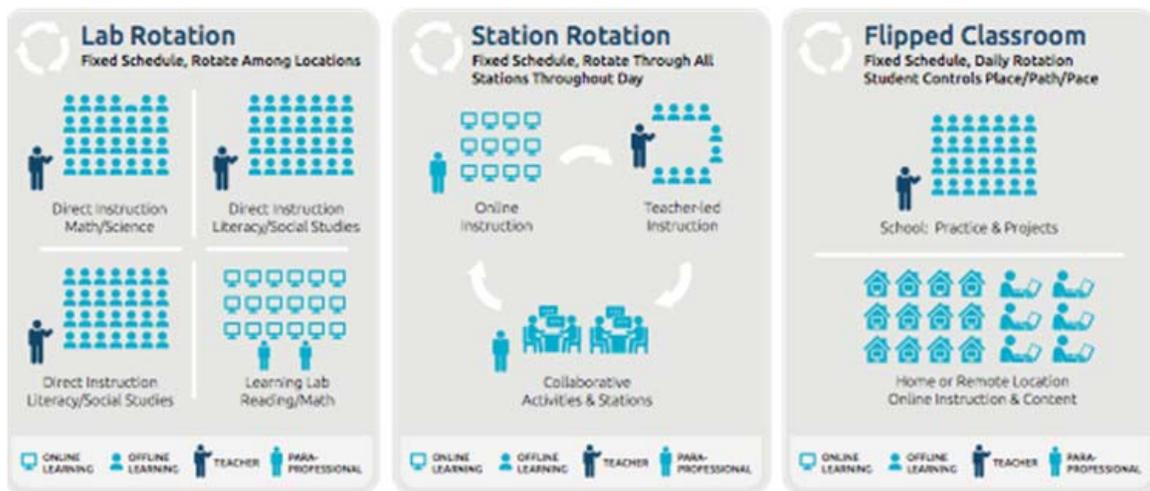
The implementation of the blended/hybrid learning model ensures that there is accountability for all who are in the teaching and learning environment. Odysseyware's Learning Management System (LMS) is used to monitor student progress at all times. Students will have the accountability of doing their work; teachers will have data on what supports students will need and exactly how to support each student. Benchmark assessment monitoring will also keep the instructional leadership team on point. It minimizes any shifts from what the school ought to be doing to assist each student and take immediate corrective actions. Teacher and student collaboratives will be formed to provide additional support and differentiated ways to help students learn.

DAAOE uses state approved textbooks as supplemental materials to the Odysseyware Courses. Other supplemental materials are purchased as needed, and the School also utilizes online resources like Khan Academy. Additionally, the content based teachers will use STEM materials to support their science curriculum instruction. The Carnegie Learning Georgia Mathematics Program is being used over the current chartering period and will continue to be used to support quantitative reasoning and math skills development. This research-based program is an innovative math solution for middle school, high school and post-secondary students. The curriculum provides differentiated instruction, integrates interactive software, consumable text and collaborative classroom activities. The program aligned to the GSE/GPS.

¹⁷ See Appendix 5 – [Blended/Hybrid Learning](#).

The following are all features in a blended/hybrid teaching and learning model:

- **Direct Instruction**: Teacher-lead, face-to-face, small-group instruction is one way the teacher can assess whether or not the student is mastering content. Teachers are able to provide individualized attention to all students, adopt a balanced mix of digital and traditional instruction, while employing regular benchmarks to check student performance.
- **Peer Collaboration**: Students work together in teams on the lesson materials is one way to reinforces student learning; utilizing various technology such as laptops, desktops or tablets invariably developing their leadership and interpersonal skills. For example, the senior capstone project is completed using this teaching strategy.
- **Personalization of Learning**. This is a teaching and learning environment where teachers develop students' capacity to become independent learners who set goals, monitor their own progress, and reflect on their own learning. Student assessments measure mastery of standards; this process increases student achievement.
- **Independent Learning**: Self-direction, where students work on lesson materials by themselves, at his or her own pace, or using a computer or tablet.



The Blended/Hybrid Classrooms Uses a Variety of Instructional Strategies and Methods

What the Research Say: Harvard University continues its work through the Education Innovation Laboratory by asking the question: *What impact does personalized learning systems have on student*

achievement? While the analysis is ongoing, several observations have been made in an alternative school setting by Dr. Sabrina Tillman-Winfrey, former Alternative School Principal in Greene County, Georgia. Students were placed and observed in a personalized learning program with daily support from trained professionals and intense and specific support from certified retired content course and special education teachers. Dr. Winfrey recorded:

- The students were successful in all credit recovery classes and were able to return to their home high school programs and/or to take additional courses needed for graduation.
- The students were able to articulate exactly what they did not understand about a lesson in a small group setting.
- The students were not hesitant about asking questions or for asking for help from the certified teacher in the classroom.

In a traditional classroom, student learning is almost always stunted because students are afraid to say what they do not know in the “open classroom” setting, especially in front of their peers. The personalized learning model lends itself to an environment where inquiry and questioning is the norm, therefore students feel safe to participate.

(2) Arts Integration

Arts Integration is an approach to reach and re-engage students who are at-risk. It is a way to get them to talk, to externalize their inner world, and to verbally share information of their choice. Students do not need to have any artistic talent to benefit from this approach. DAAOE will include Arts Integration as part of its educational programming¹⁸. The Arts Integration program will offer opportunities for students to experience new ways of learning more about their potential to: expand and stretch their horizons, learning more about who they are, or who they can be, while exhausting their energies in a positive way.

¹⁸ Zenkov, K (2009) "Seeing the Pedagogies, Practices and Programs Urban Students Want." *Theory into Practice*, 48(3), 168-75. See Exhibit 7 – [Arts Integration](#).

The arts integration program integrates the visual arts with history, social sciences, literature, math and science. Each session enhances curricular learning objectives through a creative, hands-on approach. The focus of the art integration program concentrates on creative expression more than the actual art product. Through this program, students are encouraged to find their ideas in the world around them and to interpret those ideas through experimentation with media and tools in the classroom. Students will explore different media¹⁹, including: scrapbooking to go along with their photography sessions.

Further, offering students the opportunity to learn how to play the drum during class time will create a way to help them explore their creative potential. Dr. Marcia Tate (2013) states, “*Musical performance also appears to strongly correlate with improved academic achievement, particularly in math and foreign language and with a person’s ability to retain information.*”

Instruction in drumming/drawing/photography will occur one day each week and students will cycle through the three activities learning which ones they like best and will continue to hone their skills in future years at DAAOE. These classes are non-credit classes and will run as an elective class designed to assist students with focus, and discipline in learning a new craft.

The classes will be taught by professionals who have specific expertise in playing and teaching drumming, drawing and photography. DAAOE students need opportunities to learn how to focus more and direct their attention for long periods of time while learning new information. These art forms are simple to implement and exercises right brain activity. They also have a great influence on students’ ability to learn and remember new information, while learning to focus on how to get what is learned right²⁰. Most importantly, “*Students have an opportunity to express themselves in a different way and gain confidence through the new learning* (Tillman, May 2013)²¹.”

¹⁹ Zenkov, K and Harmon, J. (2009) "Picturing a Writing Process: Photo voice and Teaching Writing to Urban Youth." *Journal of Adolescent and Adult Literacy*, 52(7), 575-84.

²⁰ M. Tate. Taking Traditional Strategies to Transform the Classroom. At 49:58.

<https://www.youtube.com/watch?v=JlzYG9Mwkkw>

²¹ S. Tillman. Principal, *Greene County Alternative Education School*. May 2013

(3) Character Education/Restorative Practices

In order for DAAOE students to cope with personal adversity along with the increasing pace and change in the 21st Century, they need to develop a cluster of life skills such as the ability to deal with stress and frustration while remaining resilient. DAAOE's charter education program will use restorative practices²² are processes to proactively build healthy relationships and a sense of community between and among the members of the school community to prevent and address conflict and wrongdoing.

Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture.



The first step in providing support to students is to ensure that their Advisors²³ know about their academic abilities and interests. Once they have an understanding of each student's background and unique needs (obtained during the three-part Orientation, Assessment and Placement process), his/her Advisor will develop their Life Skills Attainment Plan to ensure that students cultivate the skills necessary for everyday life that will help them to:

- Find new ways of thinking about and solving problems;
- Recognize the impact of their action and teach them to take responsibility for what they do rather than blame others;

²² The Schott Foundation. Restorative Practices: A Guide for Educators. New Toolkit and Infographic: What Are Restorative Practices? An Educator's Guide to Fostering Positive School Climate and Culture. <http://www.schottfoundation.org/restorative-practices>.

²³ See GaDOE Teachers-As-Advisors Frameworks <https://www.georgiastandards.org/resources/Pages/Tools/Teachers-as-Advisors.aspx>.

- Build confidence both in spoken skills and for group collaboration and cooperation;
- Analyze options, make decisions and understand why they make certain choices outside of the classroom; and,
- Develop a greater sense of self-awareness and appreciation for others.

The development and use of life skills for each student will vary depending on their individual situations. DAAOE hopes to graduate students who are college and career ready with the tools necessary to deal with the challenges of the 21st Century.

The majority of DAAOE's students come to the school, not only behind academically but also lacking in college, career and life skills preparation. It is a moral imperative for the DAAOE to help students with cultivating these life skills. They are a necessity because we live in a constantly changing world and having these life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in the global economy of last two decades, is matched only by the transformation of technology in the last five years. These changes impact education, the workplace and personal lives. DAAOE students must be ready to meet the challenges of the 21st Century head-on.

(4) Work Based Learning

Work-based learning²⁴ (WBL) programs provide both social and academic benefits for students. In a seven-year study of one California work-based learning program, researchers found that minority students participating in work-based programs entered college at twice the rate of non-participating minority students and that college enrollment rates were higher for all students in the program when compared to local and state student populations (CART, 2011)²⁵. WBL benefits include:

- ***Connections between classroom and real-world learning.*** WBL links what students learn in school to the skills and knowledge needed for real-world careers. Students are able to apply classroom knowledge to solve real-world problems.

²⁴ See Appendix 4 – [Definition of Work Based Learning](#).

²⁵ Center for Advanced Research and Technology (CART). (2011). *Model for success: CART's Linked Learning program increases college enrollment*. Clovis, CA: Author.

- **High student completion rates:** Many students drop out of high school in part because they are unable to see any connection between what they are learning and what they may one day be doing professionally. They ask, “Why do I have to learn this?” Since WBL links classroom knowledge to career pathways, it tends to have a high completion rate.
- **Student ownership:** WBL helps students identify career interests and skills by providing connections to industry professionals and opportunities to see options first hand. Students can then select courses of study that are tied to their individual career goals.
- **Development of “soft skills”:** As a future employee, WBL allows students to develop their “soft skills,” such as creative problem solving, conflict resolution, communication, and teamwork. Additionally, students also learn the importance of self-respect, reliability, integrity, communication skills, etc. that are highly valued in whatever career they might choose.

Students are required to have a defined career pathway in order to participate in a WBL placement. This is especially important for successful completion of a student’s pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled. DAAOE continues to add CTE pathways to peak students’ interest. Current WBL pathways are in the fields of engineering, computer programming, military, and health and human services. Odysseyware provides a generous listing of school to work programs, which will enhance our ability to provide students with the ability to succeed in obtaining certification in the interest areas.

(5) Standards Based Grading

DAAOE students have indicated that they would like to be assessed in different ways²⁶. For example, can they use drama or make a presentation to demonstrate that they know and understand the standards they are expected to master. Some students freeze when then they take a test; do not write as

²⁶ Townsley, Matt. “What is the Difference between Standards-Based Grading (or Reporting) and Competency-Based Education?” <http://www.competencyworks.org/analysis/what-is-the-difference-between-standards-based-grading/>. www.CompetencyWorks.org, 11 November 2014. Accessed on Web 12 June 2017.

well as they wish they could at this stage of their education and would like to have another way to let us that they have learned, and that they have mastered what the school, DCSD and GaDOE expect them to know and be able to do. To this end DAAOE has implemented differentiation stations using the G.O.A.L.S. model, to begin moving towards standards based grading.

Guided, Independent, Group Practice Station – students receive independent or group work to practice on standards for mastery. This station reflects a gradebook category.

One-on-One Station – teacher is seated at the station to work with students one-on-one. Students receive re-teaching, reinforcement, and enrichment on standards.

Assessment During Learning Station – students receive formative assessments to monitor their learning of standards. This station reflects a gradebook category.

Lesson learning Station – students are engaged in interactive lesson learning videos and note-taking on standards.

Summative Assessment Station – teacher formally assesses students’ understanding of standards. This station reflects a gradebook category.

From the model, it is clear that standards based grading involves measuring students’ proficiency on well-defined course objectives (Tomlinson & McTighe, 2006²⁷). Standards-based grading is based on learning goals and performance standards; standards are proficiency based; measures achievement only; selected assessments are used for grading purposes; and, it emphasizes the most recent evidence of learning when grading.

(6) Destiny Day – 7:30am-7:30pm

The Destiny Day²⁸ starts at 7:30 a.m. and ends at 7:30 p.m. The expanded day that permits students who work, students who are parents, and students who need more time on task to complete their school day responsibilities. Instead of experiencing the classroom as a place of failure and boredom,

²⁷ Tomlinson, C. & McTighe, J. (2006). Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids. ASCD. Alexandria, VA.

²⁸ See Appendix 6 – [Destiny Day](#).

students have time to explore and learn more. While students will have a time for elective courses, the expanded day will also allow them to spend time once a week immersed in an Arts Integration course—drumming, drawing, and/or photography—and complete a project that demonstrates what they have learned. As a result, the expanded day provides many opportunities for experiential learning and enrichment activities.

DAAOE’s Organization Chart²⁹ demonstrates how a staff of 26, are currently assigned (14 certificated and 12 non-certificated). Although the organization charts looks like many traditional schools, staff are cross-trained to work with multi-grade and multi-aged students. It also gives teachers time to plan as well as a greater ability to work with diverse skill levels at the same time in the blended/hybrid teaching and learning model. This allows more students to stay engaged in the learning process rather than drifting off into inattention and eventual disciplinary problems and failure. As well, students and teachers get to interact more and develop stronger relationships—one of the crucial foundations of student achievement.

(7) Adding 8th grade cohort

Transitional years in a student’s education have the potential to throw them off-course as they attempt to continue their education—especially if they are not well-prepared for the expectations that await them. In some cases, the 8th grade can be a stumbling block for students, especially if they have been struggling academically or have picked up bad habits like skipping classes, or worse they have been retained. The research³⁰ tells us that students who are 15 years or older when they enter high school are at greater risk of non-promotion to the 10th grade.

DAAOE is targeting this group of students³¹ to transition them to the school to reduce the likelihood of these students dropping out of high school. DAAOE expects to provide a school home for

²⁹ See Appendix 10 – [Organizational Chart](#).

³⁰ *An Extreme Degree of Difficulty: The Educational Demographics of Urban Neighborhood High Schools*, Journal of Education for Students Placed at Risk, 2006 Url:

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1025&context=gse_pubs

³¹ Gehring, J. (2004). To stem dropouts, urban districts switch strategies. *Education Week*, 23(44), 1-19.

these students that reduce the fear and trepidation of being on a large school campus as well as minimizes the feelings of being lost and not being connected. According to a Vermont 2002 department of education publication on high school reform, “students learn best when they are in a physically, emotionally and intellectually safe and respectful environments.”

DAAOE hopes to reach these older 8th grade students and integrate them into the school’s blended/hybrid teaching and learning environment so they are opportunities to get back on track and matriculate to high school. The DAAOE teaching and learning model will provides the 8th grade cohort with extended time to master challenging courses, with elective credit given for additional units completed. They will also receive tutoring from teachers and peers, before and after school and on weekends so that they can be ready for the accelerated program to bring them up to 9th grade level readiness so that they can be successful in high school and beyond.

(8) Alternative School Data/Research Institute

Historically, DAAOE has been successful in graduation students and increasing its graduation rates year-over-year. However, more improvement is needed in terms of academic achievement on the Georgia Milestone EOC tests. The academic achievement targets for the renewal term of the charter is cautious but optimistic with the expectation that the various innovations being implemented will move DAAOE towards accomplishing the mission and vision of the school.

Additionally, the approval of this petition would allow us to continue to explore various combinations of innovation and best practices and interventions that not only support high school achievement but also propel students towards a more fruitful and productive future. We propose to use a Solomon Four Group Design³² for gathering and analyzing data targeted to all specific core content areas and social/emotional skill development. Keeping track of what we do and how it affects student outcomes; comparing what we learn with our colleagues who work with similar populations can add to

³² The Solomon Four Group Design Explained <https://explorable.com/solomon-four-group-design>.

our “best practices work.” We can begin to shine a light on what is working for us, has worked for others and compare strategies as well as outcomes.

The proposed Alternative Schools Data and Research Institute will become a leading educational research institute committed to helping alternative schools achieve and sustain academic achievements for enrolled students. We will also help other schools set new standards of excellence in teaching and learning to guide and develop enrolled students to maximize the full potential. The framework for implementing evidenced-based practices at the Alternative Schools Data and Research Institute will be:

Understanding evidence –based practices

- Why is evidence-based practice important?
- Evidence levels described under ESSA
- Standards of Evidence (What Works Clearing House)

Forming an implementation team

- Goals, roles, and responsibilities of an implementation team
- Roles and responsibilities of implementation team members

Creating a logic model for implementation and evaluating evidence-based practices

- What is a logic model?
- Logic models: a tool for designing and monitoring program evaluations
- Education logic model application
- Completed logic model
- Blank logic model

Self-study of readiness for implementing program supports and interventions

- Overview of self-study process, guides and using data to identify strengths and weaknesses
- Self-study guide for implementing high school innovations
- Using computer adapted assessments to monitor evidence-based practices

Selecting evidence-based materials and strategies

Destiny Achievers Academy of Excellence (DAAOE)

- Overview of key alternative schools (review and rubric)
- Alternative schools innovations, supports and interventions
- Alternative schools practice guides
- Systemic research on alternative schools (1994 to present)
- The relative effectiveness of two approaches to alternative schools successful practices
- Response to intervention
- Alternative schools instructional materials review guide and rubric

Resources for selecting literacy assessments

- Overview of key concepts in alternative schools programming
- Reliability and validity
- National center on intensive intervention tools

Implementing evidence-based practices

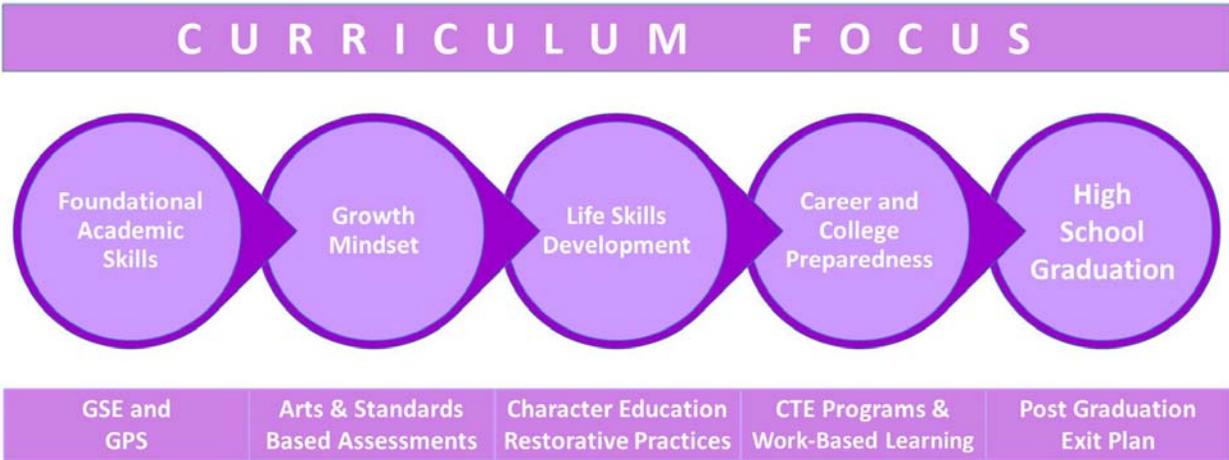
- Overview of professional learning communities
- Foundational skills to support innovations, supports and interventions
- Professional learning community facilitator's guide

Evaluating implementation of evidence-based practices on an ongoing basis

- Importance of ongoing evaluation and basic strategies
- National implementation research network

DAAOE follows the DCSD's adopted diploma program of studies and its curriculum is based on four units of English, four units of math, four units of science, four units of social studies, one half of a unit in health and one half of a unit in physical education. Electives in a World Language and Career Technology are offered to complete the total of twenty-four units required for the diploma program of study. The diploma program of study is aligned to GSE and GPS. Through a waiver, DAAOE offers students the opportunity to earn three units of study in a single term. Differentiation, remediated instruction and small group blended learning classes will ensure that students achieve their goals.

The Foundation of DAAOE’s curriculum is based on GSE and GPS to build students’ foundational academic skills. Additionally, the School’s culture and goals stress STUDENT RETENTION, COMPLETION, and GRADUATION—which is in direct alignment to the school’s mission and vision— and are key to achieving student success. PLUS academic and student support services are provided that promote the completion of high school courses, college preparedness and job readiness. A combination of approaches is being utilized by DAAOE students in order for them to thrive, graduate and attend college and/or begin work. DAAOE’s curriculum is focused on:



SCHOOL LEADER: The new principal at the school has proven to be a good thing, as he has provided consistent leadership and met expectations for accountability. This principal also hired new staff who are certified for the positions they have assumed. More importantly, they have started training in “blended learning” and are very willing to try different ways to get students to learn and succeed. This has made a great difference in the way things are now being done at DAAOE.

TEACHING AND LEARNING STRATEGIES: Over the past four years, DAAOE has had success utilizing after school tutorials, credit recovery, and Saturday tutorial programs with its students. Improvement on EOC test scores has come from using these strategies with students. During the 2016-17 school year, the instructional team began implementing online classes (blended learning) to assist students in credit recovery. This innovation assisted in increasing our graduation rates. A recent hire, the Parent Liaison, has helped DAAOE to realize that life skills training is important not only for students, but also

for our parents. Success with these early innovations has caused us to think of better ways to develop a more expansive program for the renewal charter, hence the incorporation of Restorative Practices.

3-PART ORIENTATION: As we continue to analyze student data, we realize that while we good at graduating students, their performance on EOC tests is not very good. We had not been intentional about finding out what students' deficiencies were and what specific strategies would help them master the standards and assist them in the learning process. As a result, new students participate in a three-part Orientation, Assessment and Placement process to identify their strengths and weaknesses.

They are academically assessed, surveyed using WARNS³³, interviewed by staff along with their parents/guardians, and they learn about how the school is set up to educate them. Data gathered from this process is used to drive the instructional support model. We truly believe that every child can learn given adequate time, support and good teachers³⁴.

Direct instruction and blended/hybrid models for grouping students will address the learning deficits that our students have. The reverse will also be addressed for those talented and gifted students. More time can be spent with them developing challenging course content and project- based learning situations, in addition to dual-enrollment in college courses.

DEMOGRAPHIC DATA: Recent data shows the following about the average DAAOE student. Most students currently enrolled in the school entered DAAOE:

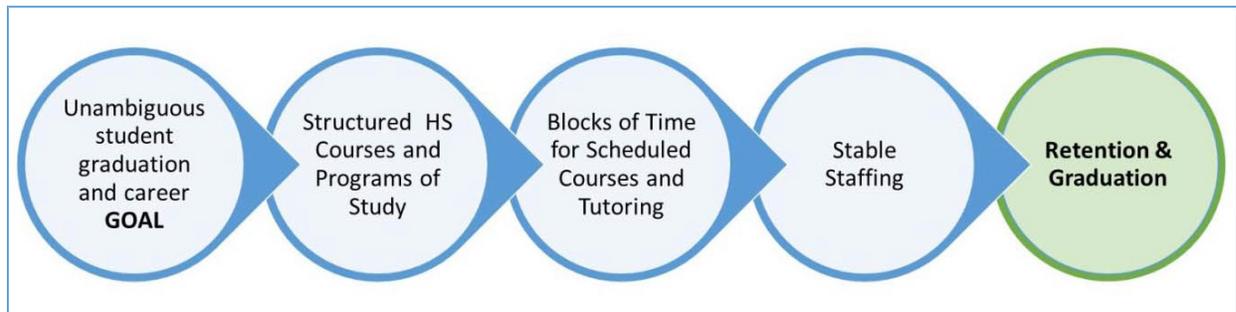
- 77% of the students are 17 or older with 38% being 18 or older. These students had earned, on average, 11 credits before entering the school in August and had a GPA of 1.3.
- Over 10% of the student body has a history with law enforcement.
- 8% of the student body are parents with young children.
- The student body is 100% FRL and 99.8% Black.

³³ Strand, P.S. and Davis, M. "Washington Assessment of the Risks and Needs of Students (WARNS): Development, Validation, and Use." Supported by the John D. and Catherine T. MacArthur Foundation. Also, see Appendix 8 – [WARNS User Guide](#).

³⁴ Dweck, Carol. "Mindset: The New Psychology of Success." 2006. Ballentine Books.

TITLE 1/FREE AND REDUCED LUNCH: Due to the new FDA guidelines for US school districts, school do not need 100% of their students to be eligible for Free Reduced Lunch (FLR) in order to acquire the Title 1 designation with 100% FRL. Having as many substantiated forms for FRL in the 70% range can still result in a designation of 100% eligible. Historically, DAAOE students did not return their FRL forms to the school and, as a result, the school had been under represent in actual RFL count.

INSTRUCTIONAL DELIVERY MODEL:



Summary of DAAOE's Instructional Program Delivery Model

This instructional model is necessary for services the DAAOE community of students at-risk because:

- a) The class sizes are relatively small and are composed of multi-age students who are able to start a high school course of program of study every nine (9) weeks.
- b) Attending school in defined blocks everyday throughout the program allows students to integrate their routine work, childcare, and other obligations around these hours, and for other students it makes arranging for transportation easier. DAAOE will allow students to shift blocks if life changes intervene, such as a job.
- c) DAAOE updated to a balanced schedule calendar.
- d) The curriculum is structured around objectives and learning outcomes with clearly defined expectations for students. In addition to independent study out of class, students work every school day in labs receiving teacher support, tutoring, and doing hands-on work.
- e) DAAOE students often lack career and college readiness and preparedness. They are provided with dress code and uniform policy.

- f) Students are provided with all needed books, manuals, and tools to ensure that they can be successful from the start of class.
- d) All DAAOE teachers have clearly defined responsibilities, regular evaluations, and supervisor observations, which are used in decisions about continued employment, salary and promotion.
- e) Along with a passion for the work and helping students, DAAOE emphasizes stable staffing as important for student success because accomplishing the mission and vision of the School is a team effort and a stable staff is the backbone of the School.
- f) There will be no new administrative personnel added.

10. If the answers given above to questions 1 – 8 reflects a change to any of the following, please provide the rationale for the change:

B. GOVERNANCE CHANGES

- The school's governance structure
- The school's governing board composition
- The school's relationship with an Educational Service Provider or other Charter Partner -- [NA](#)
- The relationship with the local district
- The increase of diversity among the members

Proposed changes to the governance structure include:

- Building a stable governance board and reduce board member turnover
- Grow governance board committee structure to do the work of the board in an efficient and organized manner
- Constantly recruit new board members to ensure appropriate talent on the Board
- Step up partnership development and external fundraising efforts
- Support the principal in achieving the mission and vision of DAAOE

10. If the answers given above to questions 1 – 8 reflects a change to any of the following, please provide the rationale for the change:

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.)

Proposed changes to the school's financial structure include:

- Develop and grow the Finance and Budget Committee
- Review and update board policies and procedures related to (1) board operations and (2) school operations; and ensure implementation at the school level
- At the school level, have a comprehensive written school operations procedures manual and ensure implementation of financial policies and procedures, internal controls, and train staff appropriately
- Review use and disposition of surplus funds, including exploring facility options

DAAOE's has only one major relationship and that is with its landlord. Planning meetings with the Lessor allows for a priced-right monthly payment for rent; early discussions prior to the end of the current leasing period will start negotiations for the next leasing period.

10. If the answers given above to questions 1 – 8 reflects a change to any of the following, please provide the rationale for the change:

D. OPERATIONAL CHANGES

- The school's facilities – this should include any proposed expansion 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 will utilize 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)
- Racial and socioeconomic demographics in an effort to align with the District
- Any services provided to students such as transportation, food services, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades
- The school's facilities – this should include any proposed expansion renovations

DAAOE does not have any plans for a proposed expansion or renovation to the current facility.

There are no changes to the school's attendance zone and enrollment priorities. DAAOE does not plan to

utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students. Currently, DAAOE student population is 100% disadvantaged. The school does not have any plans to change its student recruitment practices to ensure that its racial and socioeconomic demographics align with those of DCSD. There are no proposed changes to the services that DAAOE will provide to students during the renewal charter term, however, the school reserves the right to add or stop services based on students need and available resources.

DAAOE has proposed the addition of an 8th grade cohort pending approval of the charter renewal application. The one change is in the grades being served with the addition of an 8th grade class of 20 students beginning in year one. These students are proposed to be those who will be over-aged 8th graders, those students who are consistently having trouble passing core subjects, those who have had discipline issues, been court-involved and have had difficulty focusing on completing class work.

Research suggests that these students entering any 9th grade high school program academically deficient have a very high potential of dropping out of school³⁵. The proposal to introduce 8th grade to DAAOE is one that would begin our intentional focus to introduce these students in highly organized and structured learning, the ability to see the rewards and benefits of completing high school and to observe the motivation of others who are completing high school with a diploma³⁶. We also intend for those students to stay with us through high school graduation, in such manner we can begin to observe, compare, and correlate their progress in an alternative learning environment that is geared to “catch-them-up,” hold them accountable, and help them develop habits that will help them see themselves as viable in the world of work.

³⁵ G. Bottoms, & A. Timberlake. *Preparing Middle Grade Students for High School Success: A Comparative Study of Most-and-Least Improved Middle Grade Schools*. SREB. www.SREB.org.

³⁶ G. Bottoms – (SREB). Comments made during a presentation at the Georgia School Boards Association (GSBA) meeting in Savannah, GA. June 9, 2017.

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 (renewal) charter term.

DAAOE’s staff and leadership want more for their students. Bringing struggling 8th graders into the high school setting earlier will start them off with help to get ahead when they become ninth graders. They will eventually come to DAAOE, so we want to enroll them earlier and allow them to be motivated to complete school and earn a diploma. We believe in multiple levels of student support – even great teachers need to better understand how to work with students who are not functioning at their appropriate age/grade levels in schools.

Success is not a feeling or a reality that these students are used to and success for many of these students is not a feeling that most of our teachers have experienced prior to coming to DAAOE. The *Efficacy Mindset* replaces the notion that “some have it and some don’t” with the constructive (and scientifically validated) idea that *effective effort* drives development. In other words: “people *get smart*” by working hard. This mindset builds belief in the capacity of adults and children, and gets people ready to achieve their mission³⁷.” The *Efficacy Principals* believe that most students are not born smart; you have to work hard to become smart³⁸.

Additionally, the school’s culture and goals stress *STUDENT RETENTION, COMPLETION, and GRADUATION*—which is in direct alignment to the school’s mission and vision—and are primary to achieving student success. Academic and student support services are provided that promote the completion of high school courses, college placement and job placement. Clearly, we believe that by using a combination of approaches DAAOE students will receive an education that enables them to thrive, graduate, and attend college and/or be ready for work.

Research suggests that smaller school setting like DAAOE with fewer students on campus, compared to students’ much larger home schools increases student retention. Another factor that is

³⁷ Jeffrey Howard, PhD. Professor, Harvard University School of Education.

³⁸ Ibid.

Destiny Achievers Academy of Excellence (DAAOE)

expected to improve graduation rates is the fact that the school provides students with a clear connection between their studies and a job and/or college degree attainment. DAAOE constantly reviews employer demand to inform career and technical program offerings and student advisement.

In summary, DAAOE is able to enroll higher numbers of students at-risk than traditional public high schools. At the same time, the school is structured to have shorter course lengths, full time enrollment, and a strong career and college orientation that will foster success for at-risk students who have not succeeded in a traditional high school setting.

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 ***Destiny Achievers Academy of Excellence*** located in **DeKalb** County is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;

14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
32. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and

34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 31st day of July, 2017.



Governing Board Chair, Charter School

8/2/17

Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the _____ Board of Education on the _____ day of _____, 2017.

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

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



Governing Board Chair, Charter School

8/2/17

Date

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

EXHIBIT 1

Certificate of Incorporation

STATE OF GEORGIA

Secretary of State
Corporation Division
315 West Tower
#2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, Brian P. Kemp, the Secretary of State and the Corporations Commissioner of the State of Georgia, hereby certify under the seal of my office that

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. INC.

a Domestic Non-Profit Corporation

has been duly incorporated under the laws of the State of Georgia on **July 27, 2010** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.



WITNESS my hand and official seal of the City of Atlanta and the State of Georgia on July 27, 2010

A handwritten signature in black ink, appearing to read 'B. P. Kemp', is written over the printed name.

Brian P. Kemp
Secretary of State

Articles Of Incorporation For Georgia Non-Profit

The name of the corporation is:

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. INC.

The corporation is organized pursuant to the Georgia Nonprofit Corporation Code.

The principal mailing address of the non-profit:

P.O. BOX 361509
DECATUR, GA 30036

The Registered Agent is:

BEN C JAKES
3595 LINECREST RD
ELLENWOOD, GA 30294

County:

The name and address of each incorporator(s) is:

BEN C JAKES
3497 FINESSE DR
DECATUR, GA 30032

The corporation will have members.

The optional provisions are:

No optional provisions.

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation on the date set forth below.

Signature(s):

Incorporator, BEN C JAKES

Date:

07/27/2010

BYLAWS OF DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
ARTICLE I. NAME AND PURPOSE

Section 1.1 - Name

The name of the corporation is Destiny Achievers Academy of Excellence Charter School, Inc. ("Corporation").

Section 1.2 - Purposes

This Corporation is organized and shall be operated exclusively for charitable, and educational purposes within the of Section 501(c)(3) of the Internal Revenue Code of 1986 or corresponding provisions hereinafter in effect, as provided in the Articles of Incorporation.

Section 1.3 - School Mission

The mission of the Destiny Achievers Academy of Excellence Charter School, Inc., is to provide uniquely challenged students with the highest level of academic opportunity by promoting high social and community standards while employing high expectations in a highly structured and supportive environment; thereby ensuring that all students will be given ample opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and entry into the workforce.

ARTICLE II. OFFICES

Section 2.1 - Business Office

The Corporation's principal office shall be located within Georgia. The Corporation's most current Annual Report, filed with the Georgia Secretary of State, shall identify the location of the principal office. The Corporation may have other offices either within Georgia. The governance board may designate the location of these other offices. The secretary of the Corporation shall maintain a copy of the records required by section 3.1 at the principal office.

Section 2.2 - Registered Office

The Corporation's registered office shall be located within Georgia at the address of the Corporation's registered agent. The location of the registered office may be, but need not be, identical with that of the principal office if the latter is located within Georgia. The governance board may change the registered agent and the address of the registered office from time to time, upon filing the appropriate statement with the Secretary of State.

ARTICLE III. RECORDS

Section 3.1 - Corporate Records

- (a) Minutes and Accounting Records. The Corporation shall keep a permanent record of the minutes of all meetings of its governance board, a record of all actions taken by the governance board without a meeting, and a record of all actions taken by a committee of the governance board acting in place of the board and on behalf of the Corporation. The Corporation shall maintain appropriate accounting records.
- (b) Form. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.
- (c) Other Records. The Corporation shall keep a copy of the following records at its principal office or at a location from which the records may be recovered within two (2) business days:
 - 1. Its articles or restated articles of incorporation and all amendments to them currently in effect;
 - 2. Its by-laws or restated bylaws and all amendments to them currently in effect;
 - 3. Resolutions adopted by its governance board;
 - 4. The financial statement furnished for the past three (3) years to the governance board;
 - 5. A list of the names and business addresses of its current board members and officers; and,
 - 6. Its most recent annual report delivered to the Secretary of State.

ARTICLE IV. GOVERNANCE BOARD

Section 4.1 - General Powers

All corporate powers shall be exercised by or under the authority of the governance board. The business and affairs of the Corporation shall be managed under the direction of the governance board.

Section 4.2 - Number, Tenure, and Qualifications of Board Members

The authorized number of board members shall be not less than five (5) or more than nine (9), until changed by a duly adopted amendment to these bylaws. Each board member shall have one vote on any matter that comes before the board. Board Members serve staggered three (3) year terms, determined by lot, and shall be elected at the annual business meeting of the governance board. Each board member shall hold office for their specified term, or until removed in accordance with Section 4.3. However, if the board member's term expires, the member shall continue to serve until the governance board has elected and qualified a successor.

Section 4.3 - Resignation or Removal of Board Members.

A Board Member of the Corporation may resign at any time by tendering his/her resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. The Board may remove a board member by the vote of a two-thirds majority of the Board at a special meeting called for that purpose, or at a regular meeting, called in accordance with the provisions of the Georgia Open Meetings Act. The Board may remove any member who:

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

Section 4.4 - Governance Board Vacancies

If a vacancy occurs on the governance board, including a vacancy resulting from an increase in the number of board members, the governance board members shall fill the vacancy by establishing a committee made up of the governance board officers to make recommendations to the whole board for action.

If the board members remaining in office constitute less than a quorum, they shall fill the vacancy by the affirmative vote of a majority of all the board members remaining in the office.

If a board member resigns effective at a specific later date, the board members may fill the vacancy, before the vacancy occurs, but the new board member may not take office until the vacancy actually occurs.

Section 4.5 - Ex-Officio Members of the Board

The School Principal shall serve as non-voting ex-officio member of the board by virtue of his/her office. An ex-officio member may attend board meetings and participate in discussion. However, s/he shall have no vote unless duly appointed/elected to the board and serving as a governance board member.

Section 4.6 - Regular Meetings of the Governance Board

The governance board shall hold at least ten (10) regular monthly meetings, but not less than quarterly meetings per year. One of these meetings must be designated as the board's annual business meeting, for the purpose of electing officers and a taking in new members. The board may provide, by resolution, the date, time and place (which shall be within the county where the company's principal office is located) of additional regular meetings.

Section 4.7 - Special Meetings of the Governance Board

The presiding officer of the board, the Chairperson, or a majority of the board members then in office may call and give notice of special meetings of the governance board in accordance with the Georgia Open Meetings Act.

Section 4.8 - Notice of, and Waiver of Notice for, Special Board Meetings

- (a) Notice. The Secretary or his or her designee shall give to each member of the governance board prior written notice either at least three (3) days or as required under Georgia's Open Meetings Law, whichever is later, of each regular, special or annual meeting of the Governing Board. Notices of meetings of the Governance board will be posted at the School and/or on the School's website, and provided to the public in accordance with the Georgia Open Meetings Law. Each notice shall state the time and place of the meeting and, in the case of special meetings, the general nature of the business to be transacted there at, and be consistent with the Georgia Open Meetings Law. In the case of an "emergency meeting," public notice shall be issued in compliance with the Georgia Open Meetings Act.
- (b) Effective Date. If mailed, notice of any board meeting shall be deemed to be effective at the earlier of:
1. Five (5) days after deposited in the United States mail, addressed to the board member's business office, with postage prepaid; or
 2. The date showed on the return receipt (if sent by registered mail or certified mail, return receipt requested, and the receipt is signed by or on behalf of the board member)
 3. The date when received.
- (c) Waiver of Notice. Any board member may waive notice of any meeting. The waiver must be in writing, signed by the board member entitled to the notice, and filed with the minutes or corporate records.

A board member's attendance at a meeting waives the members right to object to lack of notice or defective notice of the meeting; this shall be true unless the board member, at the beginning of the meeting (or promptly upon arrival), objects to holding the meeting or transacting business at the meeting, and does not vote for or assent to action taken at the meeting.

Neither the secretary nor board member needs to specify in the notice or waiver of notice the business to be transacted at, or the purpose of, any special board meeting.

Section 4.9 - Governance Board Quorum and Action of the Board.

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

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

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

Section 4.10- Governance Board Manner of Acting

- (a) Required Number to Constitute Act. The act of a majority of the board members present at a meeting at which a quorum is present (when a vote is taken) shall be the act of the governance board. If no quorum is present at a meeting of the board members, the members may not take action on any board matter other than to adjourn the meeting to a later date.

- (b) Board Member Approval. The corporation shall deem a board member to have approved of an action take if the board member is present at a meeting of the board unless:
1. The board member objects at the beginning of the meeting (or promptly upon arrival) to holding it or transacting business at the meeting; or
 2. The board member's dissent or abstention from the action taken is entered in the minutes of the meeting; or
 3. The board member delivers written notice of dissent or abstention to the presiding officer of the meeting before its adjournment or to the Corporation immediately after adjournment of the meeting. The right of dissent or abstention is not available to a board member who votes in favor of the action taken.

Section 4.11 - Conduct of Governance Board Meetings

The Chairperson, or in the Chairperson's absence, the Vice-Chairperson shall call the meeting of the board members to order and shall act as the chairperson of the meeting. The chairperson, or the chairperson's designee, shall establish rules of the meeting that will freely facilitate debate and decision making. The chairperson will indicate who may speak when and when a vote will be taken. The secretary of the Corporation shall act as the secretary of all meetings of the board, but in the secretary's absence, the presiding officer may appoint any other person to act as the secretary of the meeting.

Section 4.12 - Governance Board Committees

- (a) Creation of Committees. The governance board may create one or more committees and appoint members of the board to serve on them. Each committee must have one (1) or more board members to serve on them. Volunteers from the community may serve on these committees when appropriate.
- (b) Executive Committee and other Committees of the Board. The Executive Committee shall consist of the officers of the Corporation, and shall have and exercise the authority of the Governance board in the oversight of the Corporation. The Executive Committee shall be presided over by the Chairperson of the Governance board of the Corporation. The other committees of the board are: Governance, Teaching & Learning, Marketing & Fundraising, and Finance.
- (c) Selection of Committee Members. To create a committee and appoint members to it, the board must acquire approval by the majority of all the existing board members when action is taken.
- (d) Required Procedures. Sections 4.6, 4.7, 4.8, 4.9, 4.10, and 4.11 of this Article which govern meetings, notice and waiver of notice, quorum and voting requirements, conduct of the board, and action without meetings apply to committees and their members. In addition, the committees shall keep regular minutes of their proceedings and report the same to the governance board. The committees are subject to all the procedural rules governing the operation of the board itself.
- (e) Authority. Each committee may exercise the specific board authority which the governance board confers upon the committee in the resolution creating the committee. Provided, however, a committee may not:
1. Approve the dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Corporations assets;
 2. Elect, appoint, or remove governance board members or fill vacancies on the board or on any of its committees; or
 3. Adopt, amend, or repeal the articles or bylaws.

Section 4.13 - Compensation, Loans to, or Guarantees for Governance Board Members

- (a) Govern Board Member Compensation. The board member may, upon approval of the majority of that board, pay each board member expenses, if any, of attendance at each board meeting or committee meeting of the board. The board members shall not be paid a salary or fee for attending the meeting. A director may not serve the Corporation as an employee and receive compensation.
- (b) Loans to or Guaranties for Board Members. The Corporation may not lend money to or guarantee the obligation of a board member of the Corporation.

Section 4.14 - Board Member Service at DAAE

Board members are expected to serve as a volunteer at DAAE a minimum of one time during the calendar year.

Section 4.15 – Appointive Officers and Agents

The Board may appoint such officers and agents in addition to those provided for in Article IV as may be deemed necessary, who shall have such authority and perform such duties as shall from time to time be prescribed by the Board. All appointive officers and agents shall hold their respective offices or positions at the pleasure of the Board, and may be removed from office or discharged at any time with or without cause; provided that removal without cause shall not prejudice the contract rights, if any, of such officers and agents. Any or all of such appointed positions may be salaried as prescribed by the Board of Directors.

ARTICLE V. OFFICERS

Section 5.1 - Number of Officers

The Officers of the Corporation shall be appointed at its first meeting and annually thereafter by the Board; the officers of the Corporation shall be a chairperson, vice-chairperson, secretary, and a treasurer. The board shall appoint each of these officers. If the appointment of Officers shall not be held at such meeting, such appointments shall be held as soon thereafter as it conveniently may be held. New offices may be created and filled at any meeting if the Board deems it to be necessary. If the Board specifically authorizes an officer to appoint one or more officers or assistant officers, the officer may do so. The same individual may simultaneously hold more than one office in the Corporation.

Section 5.2 - Appointment and Term of Office

The governance board shall appoint officers of the Corporation by majority vote. Each officer shall hold office, at the pleasure of the Board, for periods of one (1) year or until his or her successor shall have been duly appointed.

A designation of a specified term does not grant to the officer any contract rights, and the board can remove the officer at any time prior to the termination of the designated term.

Section 5.3 - Removal of Officers

The governance board members may remove any officer or agent any time, with or without cause, by majority vote of the Board. A board's appointment of an officer or agent shall not of itself create contract rights.

Section 5.4 - Chairperson

The Chairperson shall be the principal executive officer of the Corporation. The Chairperson shall be subject to the control of the governance board, and shall in general oversee, in good faith, the affairs of the Corporation. The Chairperson shall, when present, preside at all meetings of the members and of the governance board. The Chairperson may sign, with the Secretary, or any other proper officer of the Corporation that the board has authorized, corporation deeds, mortgages, bonds, contracts, or other board authorized instruments.

Section 5.5 - Vice-Chairperson

In the absence of the Chairperson or in the event of his or her inability or refusal to act, the Vice Chairperson shall understand the responsibilities of the Chairperson and be able to perform the duties of the Chairperson, and when so acting, shall have all the power of and be subject to all the restrictions upon the Chairperson. Any Vice Chairperson shall perform such other duties as from time to time may be assigned to him or her by the Chairperson or the Board.

Section 5.6 - The Secretary

The Secretary shall keep, or cause to be kept, the minutes of the meetings of the Governance board in one or more books provided for that purpose; give all notices in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation, and affix the seal of the Corporation to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of the Bylaws; keep a register of the post office address and other pertinent contact information of each board member which shall be furnished to the Secretary by each board member; and, in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board.

Section 5.7 - The Treasurer

The treasurer shall: (1) have charge and custody of and be responsible for all funds and securities of the Corporation; (2) receive and give receipts for monies due and payable to the Corporation from any source, and deposit all moneys in the Corporation's name in banks, trust companies, or other depositories that the board shall select; (3) submit the books and records to a Certified Public Accountant or other accountant for annual audit or review; and (4) in general perform all of the duties incident to the office of treasurer and any other duties that the Chairperson or board may assign to the treasurer, if required by the governance board, the treasurer shall give a bond for the faithful performance of the treasurer's duties and as insurance against the misappropriation of funds. If bond is required, it shall be in a sum and with the surety or sureties that the governance board shall determine.

Section 5.8 - Loans to or Guarantees for Officers

The Corporation may not lend money to or guarantee the obligation of an officer of the Corporation.

ARTICLE VI. INDEMNIFICATION AND INSURANCE OF BOARD MEMBERS, OFFICERS, AGENTS, AND EMPLOYEES

Section 6.1 - Indemnification of Board Members

- (a) General. An individual made a party to proceeding because the individual is or was a member of the Corporation may be indemnified against liability incurred in the proceeding, but only if the indemnification is both.
1. Determined permissible and
 2. Authorized, as defined in subsection (b) of this Section 6.1 (the indemnification is further subject to the limitation specified in subsection (d) of Section 6.1).
- (b) Determination and Authorization. The Corporation shall not indemnify a board member under Section 6.1 unless:
1. Determination, has been made in accordance with procedure set forth in the Georgia Nonprofit Corporation Act that the direct met the standard of conduct set forth in subsection (c) below, and
 2. Authorization. Payment has been authorized in accordance with procedures listed in the Georgia Nonprofit Corporation act based on a conclusion that the expenses are reasonable, the Corporation has the financial ability to make the payment, and the financial resources of the Corporation should be devoted to this use rather than some other use by the Corporation.
- (c) Standard of Conduct. The individual shall demonstrate that:
1. The individual acted in good faith; and
 2. The individual reasonably believed:
 - i. In acting in an official capacity with the Corporation, that the individuals conduct was in the Corporation's best interests;
 - ii. In all other cases, that the individuals conduct was at least not opposed to the Corporation's best interests; and
 - iii. In the case of any criminal proceeding, that the individual had no reasonable cause to believe that the conduct was unlawful.

A board member's conduct with respect to an employee benefit plan for a purpose the board member reasonably believed to be in the interests of the participants in or beneficiaries of the plan is conduct that satisfies the requirement of subsection (c)(2)(ii).

The termination of a proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, is not, of itself, a determination that the board member did not meet the standard of conduct described in this section.

- (d) No indemnification Permitted in certain Circumstances. The Corporation shall not indemnify a board member under Section 6.1 if:
1. The board member was adjudged liable to the Corporation in a proceeding by or in the right of the Corporation; or
 2. The board member was adjudged liable in any other proceeding charging that the board member improperly received personal benefit, whether or not the individual acted in an official capacity.

- (e) Indemnification Limited. Indemnification permitted under Section 6.1 in connection with a proceeding by the Corporation or in the right of the Corporation is limited to the reasonable expenses incurred in connection with the proceeding.

Section 6.2 - Expenses for Board Members

The company may pay for or reimburse, in advance of final disposition of the proceeding, the reasonable expenses incurred by a director who is a party to a proceeding if:

1. By following the procedures of the Georgia Nonprofit Corporation Act the governance board determined that the board member met requirements (3) - (5) listed below: and
2. The governance board authorized an advance payment to a board member; and
3. the board member has furnished the Corporation with a written affirmation of the board member's good faith belief that the member has met the standard in Section 6.1; and
4. The governance board member has provided the Corporation with a written undertaking, executed personally or on the board member's behalf, to repay the advance if it is ultimately determined that the board member did not meet the standard of conduct; the board member's undertaking must be an unlimited general obligation, but need not be secured, and the Corporation may accept the undertaking without reference to financial ability to make repayments; and
5. The governance board determines that the facts then known to it would not preclude indemnification under Section 6.1 or the Georgia Nonprofit Corporation Act.

Section 6.3 - Indemnification of Officers, Agents, and Employees

The governance board may choose to indemnify and advance expenses to any officer, employee, or agent of the Corporation applying those standards described in Sections 6.1 and 6.2.

Section 6.4 - Mandatory Indemnification

Notwithstanding any other provisions of these bylaws, the Corporation shall indemnify a board member or officer, who was wholly successful, on the merits or otherwise, in the defense of any proceeding to which the board member or officer was a party because he or she is or was a board member or officer of the Corporation, against expenses incurred by the director or officer in connection with the proceeding.

Section 6.5 – Insurance

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

ARTICLE VII. CONTRACTS, LOANS, CHECKS, AND DEPOSITS; SPECIAL CORPORATE ACTS

Section 7.1 - Contracts

The governance board may authorize any officer or officers, agent or agents, to enter into any contract or execute or deliver any instruments in the name of and on behalf of the Corporation and such authorization may be general or confined to specific instruments.

Section 7.2 - Loans

The Corporation shall not allow anyone to contract on behalf of it for indebtedness for borrowed money unless the governance board authorizes such a contract by resolution. The Corporation shall not allow anyone to issue evidence of the Corporation's indebtedness unless the governance board authorizes the issuance by resolution. The authorization may be general or specific.

Section 7.3 - Checks, Drafts, Etc.

The governance board shall authorize by resolution which officer(s) or agent(s) may sign and issue all Corporation checks, drafts, or other orders for payment of money, and notes or other evidence of indebtedness. The governance board shall also determine by resolution the manner in which these documents will be signed and issued.

Section 7.4 - Deposits

The treasurer of the Corporation shall oversee the deposit of all funds of the Corporation, in banks and other depositories either directly or by proxy; the governance board shall authorize by board resolution the exact location of the banks and depositories.

ARTICLE VIII. SELF-DEALING AND PROHIBITED TRANSACTIONS

Section 8.1 - Conflict of Interest Policy

Each Board Member will sign a conflict of interest policy at the beginning of each school year affirming his or her unconflicted loyalty to the interest of Corporation.

Section 8.2 - Inquiry into Self-Dealing Transactions

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

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

Section 8.3 - Approval of Self-Dealing Transactions

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

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

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

Section 8.4 - Prohibited Activities

Notwithstanding any other provisions of these bylaws, no board members, officer, employee or representative of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an exempt organization under section 501(c)(3) of the Internal Revenue Code of 1986, and its regulations as they now exist or as they may later be amended, or by an organization, contributions to which are deductible under section 170(d)(2) of the Internal Revenue Code of 1986 and regulations, as they now exist or as they may later be amended.

Section 8.5 - Corporate Funds Used For Indemnification

Corporate funds may be used to benefit officers and governance board members by way of indemnification, but only if such indemnification is authorized by Article VI of these bylaws.

ARTICLE IX. AMENDMENTS

Section 9.1 - Amendments

These bylaws may be amended, altered, repealed or enhanced by an affirmative vote of a 2/3rd majority of the entire government board in accordance with Article IV hereinabove.

ARTICLE X. MISCELLANEOUS PROVISIONS

Section 10.1- Books and Records

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board, and shall keep at the registered or principal office, a record giving the names and addresses of the board members. All books and records of the Corporation may be inspected by any Director or his/her agent or attorney, for any proper purpose at any reasonable time.

Section 10.2 - Fiscal Year

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

Section 10.3 - Financial Reports

The Governance board shall cause an annual, audited financial report to be prepared by a Certified Public Accountant so that it is delivered to the Local Education Authorizer (LEA) and the Georgia Department of Education, Charter Schools Division by required due date.

Section 10.4 - Right of Inspection

Each Director, in carrying out his or her duties and responsibilities, has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law. The cost of such inspection and copying shall be borne by the inquiring Director and shall be paid by said Director at the time of the inspection and copying. All books, records and documents of every kind shall remain in the sole custody of the Corporation during the copying process.

Section 10.5 - Interpretation of Charter

The Charter and/or applicable federal, state or local law will control when in conflict with these bylaws.

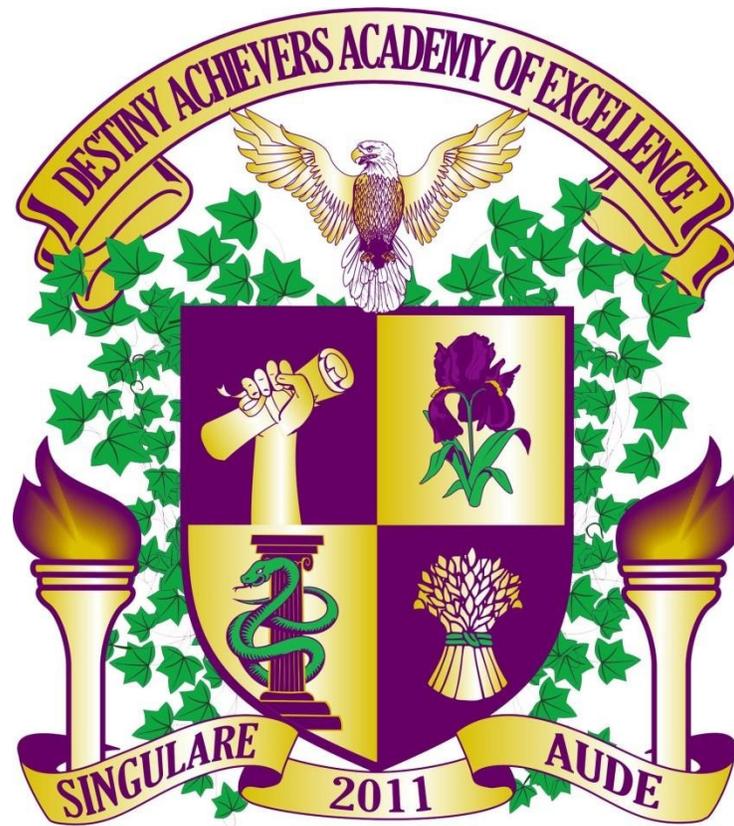
These bylaws were revised and adopted by the unanimous consent of the governance board on July ____, 2016.

Chairperson

Secretary

EXHIBIT 3

Governance Board Conflict of Interest Policy



FINANCIAL OPERATIONS POLICIES VERSION 2.0

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ANNUAL OPERATING BUDGET POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Budget Process

SECTION 1.1. The Chairman of the Board will ensure that DESTINY ACHIEVERS ACADEMY OF EXCELLENCE follows a budgeting process that is consistent with the requirements of federal and Georgia statutes, State Board of Education Rules and Regulations and any other applicable laws or rules.

SECTION 1.2. The Chief Financial Officer is responsible for the preparation of the annual budget.

SECTION 1.3. Needs Analysis. Each year before the annual operating budget is drafted the Principal shall ensure that a needs assessment of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, is drafted and finalized by a budget committee consisting of the CFO, and other individuals as designated by the board. The needs assessment shall inform the drafting of the annual budget.

SECTION 1.4. Adoption. The Board shall formally adopt the budget in two open meetings held in accordance with the Board's bylaws before the fiscal year begins and before the expenditure of any funds.

SECTION 1.5. Minutes. The Secretary of the Board will record the adoption of the budget and any amendments in the Board meeting minutes in which the adoption occurs.

SECTION 1.6. Post-Adoption. After the adoption of the budget the Principal and the CFO shall review actual fund disbursements compared to the adopted budget and make amendments as needed. This shall occur soon after actual student enrollment is determined. All changes will be submitted to the Board with an explanation.

SECTION 2. Fiscal Compliance

The Chief Financial Officer or Principal shall ensure that DESTINY ACHIEVERS ACADEMY OF EXCELLENCE complies with all state and federal laws and rules concerning the budget and related processes of the school.

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BANK PROCEDURES POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Bank Accounts

SECTION 1.1. The Principal and Board Chair of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE has the authority to open a business checking account and a business operating account(s) on behalf of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE to be used to hold the school's assets.

SECTION 1.2 The Principal has the authority to enter into an agreement with a bank or other Federally insured financial institution once the Board has adopted a formal resolution at a board meeting held in accordance with its bylaws designating the bank for the school to use for its financial transactions. Once the resolution has been adopted, the Principal has the authority to enter into an agreement with the selected financial institution. This agreement should be signed by Principal and Board Chair.

SECTION 2. Checks

SECTION 2.1. Any authorized check drafted on the school's designated bank account over \$(5,000) shall require two signers from the Board. The following officers are authorized to sign checks from the bank account on behalf of the school: (Principal and Chair) Each check must be completed in its entirety before it is signed by either party.

SECTION 2.2. Checks Received. Checks received shall be endorsed "for deposit only".

SECTION 2.3. Check Requests. Services or products rendered, reimbursement requests with original receipts, or mileage reimbursements may receive payment with a check. A check request form must be completed by the requestor and approved with a signature by the Principal or CFO. The check request form shall contain the name of the payee, the date the check is requested to be written, the amount of the check, a brief description for the issuance of the check, and the funding source that will be drawn from. The check request shall then be submitted to the

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Business Manager or Admin Assistant for processing. All check request forms shall be maintained by the Business Manager.

SECTION 2.4 Checks payable to cash for any reason are prohibited.

MAIL PROCEDURES POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 3. Mail Procedures

SECTION 3.1. A non-accounting staff person should receive the mail, open it and list all checks on a daily collection report or in a pre-numbered receipt book. This report or receipt should identify the date, name of organization or person submitting payment, amount of payment and description of what the payment is for.

SECTION 3.2. An accounting staff member should receive the checks and daily collection report or receipt book from the person opening the mail.

SECTION 4. Bank Reconciliations

SECTION 4.1 There will be segregation of duties between individuals responsible for cash receipts and cash disbursement and the individual(s) responsible for bank reconciliations.

SECTION 4.2 The bookkeeper or designee is responsible for bank reconciliations a minimum of once monthly. Bank statements should be delivered to the bookkeeper unopened. Each bank statement, assets, and liabilities shall be reconciled to both the checkbook and the general ledger.

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SECTION 5. CREDIT CARD PROCEDURES

It is the policy of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE that all credit card transactions and authorizations shall be restricted to the principal, and/or designated school administrator (limited to the assistant principal, and Chairman of the Board only). These persons are to be approved by the Board prior to credit card issuance, as they are obliged to have a moral and financial responsibility to conduct proper business on behalf of the school in compliance with the business operations as it relates to the school and its charter

All credit card purchases shall only be used for school business expenditures only. It may not be used for personal purchases and/or cash transactions. Each charge against the credit card(s) must be accompanied with the original receipt from the merchant or a lost receipt form at the time the authorized user returns the credit card to the Business Manager. No payments will be made by the business office on behalf of an authorized user without a receipt or a lost receipt form with expense details. The authorized user is held responsible for any interest or penalty accrued due to late filing or lack of proper documentation. All credit card transactions and its respective expense report shall reflect transactions that occur during the school's operating hours. Transactions by unauthorized users or transactions that occur before or after the school's operating hours are prohibited and ineligible for repayment by the school's business office until the transaction(s) in question have been acknowledged by the Board for approval. The Board must also grant approval for credit card transactions greater than \$1,000. Credit card transactions \geq \$2,500 are strictly prohibited. The credit card limit for any card shall not exceed \$7,500. Collectively, the credit card expenses shall not exceed \$22,500 each fiscal year. Proper safeguards and storage of the credit card(s) must be maintained with the highest level of security. All credit cards will be under the custody of the Business Manager and will only be released to authorized users after the authorized user has properly signed out the card with a date and time that the credit card will be returned back to the custody of the Business Manager. If the credit card(s) is lost, stolen, and/or its safety and security has been compromised, it must be immediately reported to the Board and the school's business office with the last recorded purchase date, time, and purchase details within 24 hours of the offense. All credit card misuse, and disputes must be acknowledged by the board as well as any respective disciplinary action(s). Violation to this policy will be internally investigated by a non-involved administrator and may result in the revocation of the credit card and rights to future usage, full repayment of purchase(s) in question including credit card fees that may have occurred during the investigation, and/or

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disciplinary actions including, but not limited to written documentation, leave with or without pay, and/or termination.

SECTION 6. TRANSFER OF INFORMATION

If the individual serving as the Principal ends his or her term with the Board/employment with the school or is terminated by the school or otherwise removed from his or her duties, he or she shall immediately give the school management all necessary passwords and other related information. The school will change the passwords and other security information once the individual ends his or her employment with the school.

CASH MANAGEMENT POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Accounting for Cash Transactions

SECTION 1.1. Documentation. All cash transactions shall be recorded in writing, such as by handwritten receipt detailing from whom the money and in what amount, which shall be signed and dated by the Principal or his or her designee who has the authority to receive cash on behalf of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE.

SECTION 1.2. Depositing Cash. The Business Manager shall be responsible for depositing cash in DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's bank account. The Executive Director will only be responsible for depositing the cash into the bank account, and will be segregated from the duty of receiving the cash on behalf of the school. Deposits shall be made weekly at a minimum. All undeposited cash shall be kept in a secured location on school premises with limited access. A copy of the validated deposit slip shall be returned to the school on same day the deposit is made or the next day after the deposit is made.

SECTION 1.3. Expenditures. All expenditures of school funds, including cash expenditures, shall be accompanied by an purchase order and documented and accounted for by daily receipts. As

Destiny Achievers Academy of Excellence

a general rule, cash will not be used to make purchases except from petty cash, as described below. School checks shall not be made payable to "Cash".

SECTION 1.4 Segregation of Duties. The CFO DESTINY ACHIEVERS ACADEMY OF EXCELLENCE shall ensure that appropriate segregation of duties exists with regard to the handling of all money transactions including reconciliation.

SECTION 1.5 Petty Cash. Petty cash shall be maintained in a locked box in the school's safe in an amount not to exceed \$ 500 . All disbursements from petty cash shall be documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the reason for the disbursement. Receipts from purchases made with petty cash shall be remitted to the Business Manager's office as soon as practicable. Petty cash funds shall not be used to cash checks.

SCHOOL ACCOUNTING SYSTEM POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Fiscal Year

The DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts a fiscal year that begins on July 1 and ends June 30 of the following year.

SECTION 2. Financial Accounting

The DESTINY ACHIEVERS ACADEMY OF EXCELLENCE fully complies with generally accepted accounting principles (GAAP) and any other applicable state and federal standards for financial management systems.

SECTION 2.1 Accounting records. The school shall maintain records that adequately identify the source and application of funds. These records must contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.

SECTION 2.2 Internal controls. The school shall maintain effective control and accountability of all state and local funds, federal grant and sub-grant cash, real and personal property, and other

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assets obtained with local, state or federal funds. The school shall adequately safeguard all such property and assure that it is used solely for authorized purposes.

SECTION 2.3 Source documentation. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and subgrant award documents, etc.

SECTION 2.4 Budget control. The school shall compare actual expenditures or outlays of state or federal funds with budget amounts for each fund, grant or subgrant. Financial information must be related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant or subgrant agreement. Applicable federal cost principles, agency program regulations, and the terms of grant and subgrant agreements will be followed in determining the reasonableness, allowability, and allowability of costs.

SECTION 2.5 Account Code Structure

All charter schools must use the account code structure as described in the Georgia Department of Education's Chart of Accounts.

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POLICY REGARDING AUDIT AND FINANCIAL STATEMENTS

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Annual Audit.

SECTION 1.1. Annual Audit. Annually, the Chair of the Board shall ensure the engagement of a certified public accountant (CPA) to audit the financial and programmatic operations of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. The Board shall select and contract only with Georgia licensed CPAs. The Board shall ensure that the school provides timely assistance to the auditors in order to provide them with the necessary information for the audit.

SECTION 1.2. Board Action

Once the Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE receives the final report, it must vote to accept the contents of the audit at either its next regularly called meeting or at a special meeting called in accordance with the Board's bylaws.

SECTION 1.3. Submission to Authorizers. The Principal or Business Manager shall ensure that a copy of the annual audit report is timely filed with the LEA. The audit report should include a certificate signed by the Chair of the Board that the Board voted to accept the contents of the audit. If the Board did not accept the contents of the audit report, that should be noted with the submission.

SECTION 2. Annual Financial Statement. The Principal shall prepare, or cause to be prepared, an annual financial statement for each fund subject to the authority of the Board during the fiscal year showing:

- a. the total receipts of the fund, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived;
- b. the total disbursements of the fund, itemized by the nature of the expenditure; and c. the balance in the fund at the close of the fiscal year.

SECTION 2.1 The Principal shall ensure that the annual financial statement is submitted to all authorizers in a timely manner pursuant to deadlines.

CONFLICT OF INTEREST POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Definitions

"Board Members" means individuals serving on the governing board of directors of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE;

"Board Chair" means the individual serving on the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's governing board who has been appointed to serve as the chair; and

(c) "Key Personnel" means individuals serving in a management capacity

SECTION 2. Policy Statement Board Members must demonstrate unconflicted loyalty to the interests of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE). All Board Members and

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Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and DESTINY ACHIEVERS ACADEMY OF EXCELLENCE and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or should know, have resulted or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this Policy.

C. Avoiding Potential or Actual Conflicts

In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's Board Directors following full disclosure by the affected Board Member or Key Personnel:

No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, any money or valuable thing because of any purchase, sale, investment or loan made by or for the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, nor shall any person have any pecuniary interest in any such purchase, sale, investment or loan.

No Board Member or Key Personnel or member of his/her family shall obtain any loan from the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE nor, without the consent of the Board Member, hold or acquire a financial interest in any enterprise which is in competition with the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE or which to the knowledge of the individual has any business relationship with the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE as a vendor, or which to the knowledge of the individual has any outstanding loan from the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE or is negotiating any such loan.

No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.

However, a gift may be accepted under the following circumstances:

The gift has no more than a token value; and
It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.

No Board Member or Key Personnel or any member of his/her family, shall divulge to others confidential DESTINY ACHIEVERS ACADEMY OF EXCELLENCE information, or use such information for personal profit.

No Board Member or Key Personnel or any member of his/her family shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE duties or responsibilities, without full disclosure thereof to the Board Members.

Board Members must not use their positions to obtain employment or special considerations at

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DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, or agencies with whom DESTINY ACHIEVERS ACADEMY OF EXCELLENCE has formal contracts, for themselves, family members or close associates. If a Board Member desires employment at DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, he or she must first resign from his or her duties as a Board Member.

There will be no self-dealing or any conduct of private business or personal services between any Board Member and DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. The Board may resolve to allow for business arrangements which meet established procedures for openness, competitive opportunity and equal access to inside information.

No Board Member or Key Personnel or any member of his/her family shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE.

D. Conflict of Interest Annual Questionnaire

Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Questionnaire to the Board Chair or his or her designee within thirty (30) days of receipt. The Board Chair will note receipt of the Questionnaires in the minutes of the board meeting, and will take whatever action he or she deems appropriate to resolve such potential or actual conflicts of interest as disclosed on the Questionnaire.

E. Effective Date.

This policy shall become effective upon its adoption to all Board Members and Key Personnel. All new Board Members and Key Personnel shall complete the Questionnaire upon assumption of their responsibilities.

F. Confidentiality

Any information disclosed in the Questionnaire shall be confidential and used only for purposes of enforcing this Policy.

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CONFLICTS OF INTEREST QUESTIONNAIRE

This questionnaire has been prepared in accordance with DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's Policy Statement on Conflicts of Interest, and is to be completed by DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's Board Members and any Key Personnel of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating, discussing and/or voting on that issue.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return to the form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- () No area of potential or actual conflicts of interest.
- () No area of potential or actual conflicts of interest except as follows:

Signed:

(Print or type title)

Date:

Destiny Achievers Academy of Excellence

PAYROLL POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1.1. Accurate & Timely Payroll. The Business Manager shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

SECTION 1.2. School employees shall be paid:

- a. In United States currency;
- b. By a written instrument (e.g. check) issued by the employer that is negotiable on demand at full face value for United State currency; or
- c. By the electronic transfer of funds to the employee's bank pursuant to a direct deposit agreement signed by the employee.

SECTION 2. Paydays.

- a. Exempt Employees. The paydays for exempt employees shall be on (the 15th & last day of month).
- b. Non-exempt Employees. The paydays for non-exempt employees shall be on (15th & last day of month).

SECTION 3. Withholding of Wages. The Business Manager shall ensure that the wages of school employees are not withheld except in the following situations as permitted by applicable laws and rules.

- a. The school is ordered to do so by a court of competent jurisdiction;
- b. The is authorized to do so by state or federal law; or
- c. The school has written authorization from the employee to deduct part of the wages for a lawful purpose.

SECTION 4. Teachers Retirement System. Unless otherwise allowable by law, all teachers at DESTINY ACHIEVERS ACADEMY OF EXCELLENCE shall be members of the Georgia Teachers Retirement System and subject to its requirements. The Business Manager will ensure that the school complies with all requirements of the Georgia Teachers Retirement System, including making any required contributions.

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POLICY REGARDING CAPITAL ASSETS ACCOUNTING

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Definition of Capital Asset. A capital asset is an asset that is tangible in nature; has a life that exceeds one year; of significant value (\$5,000 per unit or a lower amount designated by the board of directors); and reasonably identified and controlled through a physical inventory system. Examples include: land, buildings, machinery, and furniture.

SECTION 1.2. Documentation. The CFO shall ensure that DESTINY ACHIEVERS ACADEMY OF EXCELLENCE maintains accurate records of capital assets in accordance with applicable rules.

SECTION 1.3. Inventory. The CFO will ensure that a physical inventory of capital assets takes place once every year.

SECTION 1.4. Annual Audit. The annual financial audit required by O.C.G.A. 20-2-2065 (b)(7), shall include an exhibit in the audit report identifying all capital assets and the ownership interest of local, state, and federal parties.

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POLICY STATEMENT REGARDING INVESTMENT OF STATE FUNDS

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Investment Policy. The CFO shall ensure that any investment of state funds is done in accordance with applicable state law and rules, including the Financial Manual for Local Units of Administration. The investment of state funds shall be made with judgment and care and not for speculation, but for investment, considering the probable safety of capital and the probable derived income.

SECTION 1.1. Investment of state funds shall be governed by the following objectives, in order of priority (1) preservation and safety of principal; (2) Liquidity; and (3) Yield.

SECTION 2. Investment Management Firm and/or Officer

The Board may determine that it is necessary to contract with an investment management firm that is registered under the appropriate governmental entities to provide for the investment and management of the funds. Such a contract shall not exceed two years.

SECTION 3. Discrete Maintenance of Records.

The Executive Director shall ensure that all investments will be maintained in a discrete, charter investment account, separate from any other of accounts.

EXHIBIT 4

Governance Board Conflict of Interest Form

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

Name and Title: WILBERT DIXON CHAIRMAN

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: 470-500-7555 Email: WDIXON@BBVA.COM

Address: 6644 ETTERLEEDOR STONE MOUNTAIN GA

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) WJ 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

6/27/16
Date

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

Name and Title: Roshelle Darlene Hudson

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: 404-441-4827 Email: Roshelle.Hudson@dAAOE.

Address: 2136 Somerset Place, Atl. GA 30316

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) ~~_____~~ 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.

Roshelle Parker Anderson
Signature

6/27/17
Date

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

Name and Title: L. Lona W. Speede DAAOE Board Member

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: 404-895-0958 Email: llonawspeede@hotmail.com

Address: 45 Windward DR, Covington GA 30016

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:

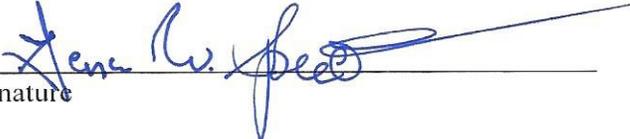
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations 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) _____ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:

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

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

Signature 

Date 6/27/17

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

Name and Title: Reginald Johnson Board member

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: 678-229-8511 Email: rjohnson3233@gmail.com

Address: 1415 Highway 85 North Suite 31032 Fayetteville GA 30214

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.

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- 2) _____ I am currently charged with one or more crimes.
- 3) RS 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.

Reginald Johnson
Signature

06-27-17
Date

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

Name and Title: Marlyn Jeannie Baggett, Interim Secretary

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: 678-634-9363 Email: marlyn.baggett@DAAEO.org

Address: 3644 Raiders Ridge Dr. Lithonia, Georgia 30038

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:

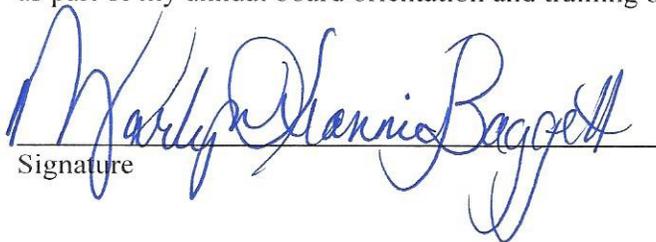
Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. Traffic violations 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)  I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

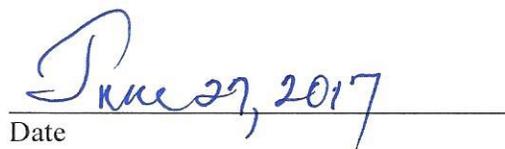
Certification:

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

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



 Signature



 Date

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

Name and Title: Rev. Betty R. Jones, Ph.D

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: 770-489-2851 Email: betty.jones@dcaoe.org

Address: 5323 Slater Mill Circle, Douglasville, GA 30135

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) I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification:

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Dr. Betty R. Jones, Ph.D
Signature

July 31, 2017
Date

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

Name and Title: Wilbert Dixon
Charter School: Destiny Achievers Academy of Excellence, Inc.
Telephone: 470-522-7555 Email: w Dixon6684@outlook.com
Address: 6684 Etterlee, STONE MOUNTAIN, GA 30087

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:

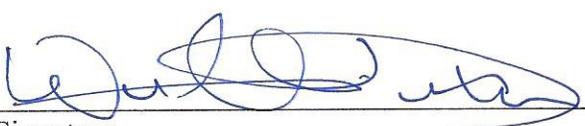
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- 1) ~~NO~~ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
- 2) _____ I am currently charged with one or more crimes.
- 3) ~~WE~~ I have not been convicted, pled guilty or nolo contendere (no contest) to one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

Certification:

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Signature

7/31/17
Date

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

Name and Title: Maurice Y. Watson, Board Member
Charter School: Destiny Achievers Academy of Excellence, Inc.
Telephone: 478-596-1136 Email: mywatsn@billsmith.net
Address: 878 Brandy Oaks Lane Ste 114 GA 30088

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.
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Certification:

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April Y. White

Signature

7/30/17

Date

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

Name and Title: Robin Stewart

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: _____ Email: Robin.stewart@dacaoe.org

Address: _____

Conflict of Interest Disclosure

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

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start-up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you 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

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Robin Stewart 
Signature

8/3/17
Date

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

Name and Title: Leroy King

Charter School: Destiny Achievers Academy of Excellence, Inc.

Telephone: 404-587-4480 Email: leroyking1214@gmail.com

Address: 1507 Pine Dr. # A-1, College Park, GA. 30349

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
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Criminal Background History:

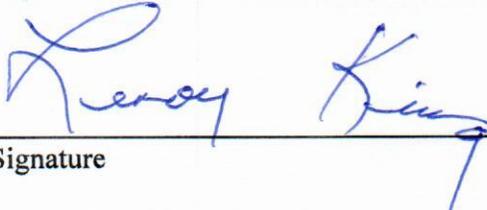
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- 2) _____ I am currently charged with one or more crimes.
- 3) AK I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

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Signature

Date 8/3/17

EXHIBIT 5

Charter Schools Annual Report Form*

**Charter Schools Annual Report Form Replaces
the Comprehensive Performance Framework
for Locally Approved Charter School Evaluation*

Charter Schools - 2016 Annual Report Form

1. INSTRUCTIONS

All charter schools are required by law to submit an Annual Report to the Georgia Department of Education by November 1 of each year [O.C.G.A. §20-2-2067.1(c)].

Your charter school's 2016 Annual Report requirement will be satisfied by completing the required tabs in this Charter Schools Annual Report Form and submitting this Form along with required attachments (see Table 1 below) via email no later than 12:00 Midnight on Tuesday, November 1, 2016 (see submission instructions below).

If you contract with an EMO, CMO or other education service provider, you are required to answer the questions in Tab 2.

OUTLINE

Tab 1: Instructions

Tab 2: School Information

Tab 3: Governing Board

Tab 4: Governance Accountability

Tab 5: Academic Accountability

Tab 6: Operational Accountability

Tab 7: Promising Practices

Tab 8: Autonomy

Tab 9: Authorizer

REQUIRED ATTACHMENTS

1

2

You must submit up to five required items via a single email no later than Midnight, Tuesday, November 1, 2016 to satisfy your charter school's annual report requirements as follows:

3

Attachment 1: This Annual Report Form with answers to all the questions including all 2016-17 answers

4

Attachment 2: Proof of 2016 Georgia non-profit status

5

Attachment 3: Audit Report (audited financial statements)

6

Attachment 4: Signed and Notarized Governing Board Training Affidavit

7

Attachment 5: Signed and Notarized Annual Report Submission Affidavit

TABLE 1

WHICH ATTACHMENTS IS YOUR CHARTER SCHOOL REQUIRED TO SUBMIT?

If your school is a...	Att. 2 Proof of 2016 Georgia non- profit status	Att. 3 Audit Report	Att. 4 Governing Board Training Affidavit	Att. 5 Annual Report Submission Affidavit
A. <u>Conversion</u> charter school + Charter is NOT YET held by a Georgia non-profit AND + School is INCLUDED in your local school system audit	NO	NO	YES	YES
B. <u>Conversion</u> charter school + Charter is held by a Georgia non-profit AND + School is INCLUDED in your local school system audit	YES	NO	YES	YES
C. <u>Conversion</u> charter school + In your first year of operation AND + Charter is held by a Georgia non-profit AND + School is NOT included in local school system audit	YES	NO	YES	YES
D. <u>Conversion</u> charter school + In your second or later year of operation AND + Charter is held by a Georgia non-profit AND + School is NOT included in local school system audit	YES	YES	YES	YES
E. <u>Start-up</u> charter school + In your first year of operation AND	YES	NO	YES	YES

	+ No Revenues or Expenditures in previous year				
15	F. <u>Start-up</u> charter school + In your first year of operation AND + Your school had Revenues or Expenditures in the previous year	YES	YES	YES	YES
16	G. <u>Start-up</u> charter school + In your second or later year of operation	YES	YES	YES	YES

17 **INSTRUCTIONS FOR SUBMITTING REQUIRED ATTACHMENTS**

18 To properly submit Attachment 1: Annual Report Form you must perform the following steps.

19 **STEP ONE:** Before you go any further, save this Excel spreadsheet on your computer. To do this:

20 Pull down the File menu from the upper left of your screen

21 Press "Save As"

22 Select "Desktop" or whatever location you chose on your computer

23 Enter "Your Charter School Name - Annual Report 2016" -- *but be sure to enter the actual name of your school instead of "Your Charter School Name". Be sure to put your school name FIRST, as in the example.*

24 Press Save.

25 **STEP TWO:** Answer all the questions in Tabs 2-9.

26 *Be sure to Save your file frequently while you are working on it so that you don't lose any of your answers.*

27 **STEP THREE:** Once you have answered the questions, Save your file one last time.

28 **STEP FOUR:** Attach your completed file to an email addressed to BOTH lerste@doe.k12.ga.us AND kpritchard@doe.k12.ga.us along with the Attachments (2, 3, 4, and 5) that you are required to submit (*see Table 1 at lines 8-12 above*).

29 **STEP FIVE:** Enter *Annual Report 2016 - Your School Name* as the Subject line of your cover email (be sure to replace "Your School Name" with the actual name of your school -- and be sure to put your school name first in the title of your Attachment 1 file).

30 **STEP SIX:** Indicate in your cover email what files you have attached to your email.

31 **STEP SEVEN:** Please indicate in your cover email which group (A-G) your school is in (*see Table #1 at lines 8-12 above*).

32 **STEP EIGHT:** Press Send.

33 **STEP NINE:** Check to be sure you receive an email within one business day from lerste@doe.k12.ga.us or kpritchard@doe.k12.ga.us in which we confirm that we received your submission.

34 **STEP TEN:** Check to be sure that you receive a follow-up email within **TEN** business days.

35 Once we receive your initial submission, we will review it to see if you answered all required questions and submitted all required attachments.

36 We will then send you a follow-up email saying your submission was complete or that your submission is rejected.

37 If your submission is rejected, you will have to address the issues raised and then resubmit a completed Annual Report Form and attachments before the November 1, 2016 deadline.

38 **PLEASE NOTE:** Your legal obligation to submit your Annual Report is not met until you receive a follow-up email confirming that your submission is complete.

39 You should therefore not wait until November 1 to submit your Annual Report -- since you may have missed something and therefore would have no time to revise and resubmit your Annual Report Form and attachments.

40 **We strongly recommend that you start answering the questions in Tabs 2-9 IMMEDIATELY upon receipt of this file.**

41 **To properly submit Attachment 2: Proof of non-profit status you must perform the following steps.**

42 **STEP ONE:** Open an Internet browser window on your computer and go to <https://ecorp.sos.ga.gov/BusinessSearch>

43 **STEP TWO:** Type in your charter school's name.

44 **STEP THREE:** Click on your school to bring up your most recent Annual Registration Form.

45 **STEP FOUR:** Save your Annual Registration Form as a PDF file with and name the PDF file *Your School Name - non-profit*.

46 **STEP FIVE:** Attach the PDF file you saved in STEP FOUR (*at Line #41 above*) to the email you are sending us with your Annual Report Form (*see Line #26 above*).

47 To properly submit Attachment 3: Audit Report you must perform the following steps.

48 O.C.G.A. 20-2-2065(b)(7), the State Board of Education charter rules, and your charter contract require that you submit an independent Audit Report conducted by the State Auditor or a Georgia licensed CPA.

49 **NOTE:** The Audit Report must include the opinion of the auditor as regards the accuracy of your school's accounting records, financial position, change in financial position, compliance with rules of various governing entities, including GAGAS (Generally Accepted Government Auditing Standards (the "Yellow Book") or, for those schools not yet converted to GAGAS, compliance with GAAP (Generally Accepted Accounting Principles). Charter Schools as defined by O.C.G.A. 20-2-2062 are public schools, therefore the Governmental Accounting Standards Board (GASB) Statements and Interpretations constitute GAAP.

50 If your school's audit firm cannot complete your audit in time to submit it by November 1, 2016, then you must submit your school's unaudited financial statements (Statement of Net Assets, Statement of Activities, and all Fund Financial Statements that have yet to be audited) by November 1, 2016 along with a letter from your auditor explaining why the deadline will not be met -- and then submit the Audit Report when it is completed.

51 If this applies to your school, please note that your school's legal obligations are not met unless you BOTH submit the unaudited financial statements by November 1, 2016 AND then submit the Audit Report when it is completed.

52 **STEP ONE:** Request that your Auditor present to you in a PDF file your FY 2016 Audit Report or (if your Audit will not be done by November 1) your FY 2016 unaudited financial statements with a letter explaining why the audit will not be done on time.

53 **STEP TWO:** Name the files *Your School Name - 2016 Audit Report* and attach the PDF file(s) you received from your Auditor in STEP ONE (at line #48 above) to the email you are sending us with your Annual Report Form (see Line #26 above).

54 To properly submit Attachment 4: Signed Governing Board Training Affidavit you must perform the following steps.

55 **STEP ONE:** Save this Word Document on your computer. To do this:

56 Pull down the File menu from the upper left of your screen

57 Press "Save As"

58 Select "Desktop" or whatever location you chose on your computer

59 Enter "Your Charter School Name - Governing Board Training Affidavit 2016" -- *but be sure to enter the actual name of your school instead of "Your Charter School Name", and put the school name first*

60 Press Save.

61 **STEP TWO:** Fill out the name of your school in the document

62 **STEP THREE:** Print the Affidavit

63 **STEP FOUR:** Have your governing board chair sign and the Affidavit in front of a notary public

64 **STEP FIVE:** Scan and save into a PDF file your signed "Your Charter School Name - Governing Board Training Affidavit 2016" -- but be sure to enter the actual name of your school instead of "Your Charter School Name", and put the school name first

65 **STEP SIX:** Attach your signed and notarized Governing Board Training Affidavit file to the email you are sending with your Annual Report Form.

66 To properly submit Attachment 5: Signed Annual Report Submission Affidavit you must perform the following steps.

67 **STEP ONE:** Save this Word Document on your computer. To do this:

68 Pull down the File menu from the upper left of your screen

69 Press "Save As"

70 Select "Desktop" or whatever location you chose on your computer

71 Enter "Your Charter School Name - Annual Report Submission Affidavit 2016" -- *but be sure to enter the actual name of your school instead of "Your Charter School Name", and put the school name first*

72 Press Save.

73 **STEP TWO:** Fill out the name of your school in the document

74 **STEP THREE:** Print the Affidavit

75 **STEP FOUR:** Sign and have notarized the Affidavit

76 **STEP FIVE:** Scan and save your signed Annual Report Submission Affidavit with "Your Charter School Name - Annual Report Submission Affidavit 2016" -- but be sure to enter the actual name of your school instead of "Your Charter School Name", and put the school name first

77 **STEP SIX:** Attach your signed and notarized Annual Report Submission Affidavit file to the email you are sending with your Annual Report Form (see Line #26 above) .

78	Documents or Information you may need as you answer the questions in this Annual Report Form
79	Legal Documents/Governance Information
80	<ul style="list-style-type: none"> Your school's current charter contract
81	<ul style="list-style-type: none"> Contact information for Chair of the School Governing Board
82	<ul style="list-style-type: none"> Board meeting minutes for the 2015-16 school year
83	<ul style="list-style-type: none"> Proof of non-profit status (if required)
84	
85	Financial Documents
86	<ul style="list-style-type: none"> Statement of Net Assets
87	<ul style="list-style-type: none"> Unaudited Financial Statements
88	<ul style="list-style-type: none"> Contract agreements with service providers
89	<ul style="list-style-type: none"> Lease agreement (if school has a lease)
90	<ul style="list-style-type: none"> Contact info for CFO and Auditor
91	<ul style="list-style-type: none"> CFO's resume
92	
93	Academic Data
94	<ul style="list-style-type: none"> Progress toward your academic goals
95	<ul style="list-style-type: none"> Significant accomplishments in the 2015-16 school year
96	Personnel Information
97	<ul style="list-style-type: none"> Certification information
98	<ul style="list-style-type: none"> Background check information
99	Enrollment Information
100	<ul style="list-style-type: none"> Enrollment numbers for 2012-13, 2013-14, 2014-15, 2015-16, and 2016-17 school years
101	<ul style="list-style-type: none"> Lottery data and enrollment process
103	General School Information
104	<ul style="list-style-type: none"> District and School Codes (accessible via https://portal.doe.k12.ga.us/login.aspx)
105	<ul style="list-style-type: none"> Principal contact information
106	<ul style="list-style-type: none"> Address(es) for school campuses

107	FILLING OUT THE REST OF THE 2016 ANNUAL REPORT FORM
108	To fill out the rest of the 2016 Annual Report Form, please provide answers to each question beginning with Tab 2 and proceeding from tab to tab until you are done.
109	Instructions are provided throughout the Annual Report Form to clarify what is being requested and where you should place your answers.
110	Please note that if you are asked to type in an answer, the cell will expand to hold your entire answer.
111	This Annual Report Form has been formatted so you can print the first four columns of all 9 tabs at once. To do so, select <u>File</u> from the menu in the upper left of your screen, select <u>Print</u> , and then select <u>Print Entire Workbook</u> .
112	If you need additional info about anything in the Annual Report Form, PLEASE SEND YOUR QUESTIONS VIA EMAIL (NO PHONE CALLS) TO BOTH lerste@doe.k12.ga.us AND kpritchard@doe.k12.ga.us and be sure to include your school name and the specific line number(s) about which you are asking. You will receive a reply within five business days.
113	YOU MUST EMAIL YOUR QUESTIONS; WE ARE UNABLE TO ANSWER PHONE CALLS ABOUT THE ANNUAL REPORT FORM FROM 130 SCHOOLS
114	THANK YOU!

Charter Schools - 2016 Annual Report Form

2. SCHOOL INFORMATION

This section gives you a chance to share with us your school's significant accomplishments from the 2015-16 school year, along with basic information regarding your school's current charter contract, the grades you serve, your enrollment, your authorizer, and your lottery, and operations information. Please note that, where applicable, we included the information you submitted in last year's annual report, so all you have to do is check the accuracy of what is entered, change things that are different this year, and add in any missing information.

Line #

117	CONTACT INFORMATION FOR THE PERSON WHO COMPLETED THIS SURVEY	
118	Tell us how best to reach you in case we have any questions about your survey answers	Put your contact information in this column
119	Your name	Kelvin L. Griffin
120	Your title	Principal
121	Your direct phone number	404-328-0898
122	Your email address	kelvin_l_griffin@dekalbschoolsga.org

123	SCHOOL INFORMATION				
124	CAMPUS INFORMATION	Enter MAIN CAMPUS information in this column	Enter 2nd campus information in this column	Enter 3rd CAMPUS information in this column	Enter 4th campus information in this column
125	Name of campus <i>(Please enter info for each campus)</i>	Destiny Achievers Academy of Excellence			
126	Street Address	3595 Linecrest Road			
127	City	Ellenwood			
128	County	DeKalb			
129	Zip Code	30294			
130	Phone Number	404.328.0898			
131	Fax Number	404.328.1294			
132	Website	daaoe.org			
133	System Code <i>(all codes are accessible via https://portal.doe.k12.ga.us/login.aspx)</i>	644			
134	Building Code				
135	School Code	596			
136	Attendance Zone:	county-wide			
137					
138					
139					
140	How many years has this campus been located in this facility?	6			
141	Does the school own or lease/rent this facility?	Lease			
142	If lease/rent, who is your landlord?	New Birth Church			
143	If lease/rent, does your school have plans to purchase this or any other facility for this campus?	Yes			
144	If lease/rent, what is the whole dollar amount of the monthly mortgage or lease payment?	\$1			

145	LEADERSHIP INFORMATION			
146	Principal name <i>(Please enter info for each campus)</i>	Kelvin L. Griffin		
147	Title	Principal		
148	Direct Phone Number	404-328-0898		
149	Email Address	kelvin_l_griffin@dekalbschools.ga.org		
150	Is this a new principal for current school year? (enter 1 for yes 0 for no)	No		
151	If new Principal this year, please list the former Principal's name			

152	SIGNIFICANT ACCOMPLISHMENTS			
153	Please enter your charter school's official mission statement below			
154	<i>The mission of Destiny Achievers Academy of Excellence (DAAOE) is to provide uniquely challenged students with the highest level of academic opportunity by promoting high social and community standards while employing high expectations in a highly structured and supportive environment; thereby, ensuring that all students will be given ample opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and entry into the workforce.</i>			
155	Has the mission statement changed?	Yes		
156	If yes, date the Governing Board approved:	8//2015		
157	Please list up to five of your school's significant accomplishments for the 2015-16 school year in the spaces below. Please include any community partnerships or activities that were new for the 2015-16 school year. Additionally, if your school has seen any dramatic increases in student performance, please highlight those results here as one of your school's accomplishments.			
158	Accomplishment #1	Granted a two-year extension on the charter school's contract.		
159	Accomplishment #2	Graduated 96 students in 2016, which is Destiny's largest graduating class.		
160	Accomplishment #3	Implementation of the Odysseyware online platform.		
161	Accomplishment #4	More than 90% of the Class of 2016 seniors completed their Career-Related Capstone Project.		
162	Accomplishment #5	Among the 2016 graduates, 40% were accepted into college, 10% into the military, and 50% into the workforce.		

163	ADDITIONAL SUCCESS INDICATORS			
164	Optional: Please enter any additional information you wish to provide that demonstrates the success of your charter school.			

165	CHALLENGES FACED IN PREVIOUS SCHOOL YEAR			
166	Please describe any major challenges <i>(besides funding)</i> that your charter system faced in the PREVIOUS school year.	Serving uniquely challenged students created challenges with maintaining an acceptable daily average attendance rate.		
167	How were these challenges addressed or how do you plan on addressing them in the CURRENT school year?	In conjunction with the governing board, a robust attendance policy has been created and implemented for the 2016-17.		

168	GRADES SERVED	2013-14	2014-15	2015-16	2016-17
169	What grades are you serving	9-12	9-12	9-12	9-12

170	ENROLLMENT	2013-14	2014-15	2015-16	2016-17
171	How many students did you / do you expect to have <i>enrolled</i> in your school		113	175	195

172 LOTTERY

173	LOTTERY	Enter 1 for Yes or 0 for No for each School Year			
		2013-14	2014-15	2015-16	2016-17
174					
175	Did your school conduct a lottery to fill any open seats?	0	0	0	0
176	For which grades did you hold a lottery?				
177	K				
178	1				
179	2				
180	3				
181	4				
182	5				
183	6				
184	7				
185	8				
186	9				
187	10				
188	11				
189	12				

190	LOTTERY DETAILS	Enter number for each School Year			
		2013-14	2014-15	2015-16	2016-17
191	<i>If yes, please enter a number for each of the following:</i>				
192	Number of lottery participants for each year in which you had a lottery				
193	Number of open seats available before the lottery				
194	Number of students who accepted the seat they won via the lottery				
195	Number of students on the wait list as of the first day of school				

196 OPERATIONS

197	BACKGROUND CHECKS	Enter Answers in Space Below			
		2013-14	2014-15	2015-16	2016-17
198	What percent of your current faculty and staff had a fingerprint/background check before they began employment at your school? (Enter %)	100%	100%	100%	100%
199	What percent of your faculty and staff have had a fingerprint/background check for each school year? (Enter %)	100%	100%	100%	100%
200	What percent of your current faculty and staff have a clearance certificate from GaPSC? (Enter %)	98%	98%	98%	100%

201	SCHOOL SAFETY PLAN	Enter Answers for each School Year			
		2013-14	2014-15	2015-16	2016-17
202	When did your school safety plan last revise its safety plan following your annual review of that plan? (MM/YYYY)	8/11/2013	8/6/2014	8/10/2015	8/8/2016
203	When did your local emergency management agency last review your school safety plan? (MM/YYYY)	8/16/2013	8/9/2014	8/10/2015	8/8/2016
204	When did GEMAHS (Georgia Emergency Management Agency Homeland Security) last review your school safety plan? (MM/YYYY)	5/23/2013	8/10/2014	8/10/2015	8/8/2016

205	RECORDS RETENTION	Enter Answers for each School Year			
		2013-14	2014-15	2015-16	2016-17
206	What is the TITLE of the person on your staff who attended State records retention training in the past year?	Registrar	Registrar	Registrar	Registrar
207	What is the TITLE of the person on your staff who is responsible for ensuring compliance with the State records retention schedule?	Registrar	Registrar	Registrar	Registrar

208	TRANSPORTATION	Enter Answers for each School Year			
		2013-14	2014-15	2015-16	2016-17
209	Does your school provide student transportation?				1

210	If yes, is there any cost to the students?					0
211	If students must pay, do all students pay the same amount?					
212	If no, please explain					
213	What is the amount paid?					
214	How many students have left your school because of the cost of transportation?					
215	How many students have been unable to enroll because of the cost of transportation?					
216	Does your school provide FOR student transportation (i.e., provide public transportation access or an alternative)?					1
217	If yes to above, is there any cost to students for the transportation?					No
218	If students must pay, do all students pay the same amount?					
219	What is the amount paid?					

220 EDUCATION SERVICE PROVIDERS (ESPs) -- EMO (for-profit Education Management Organizations), CMO (non-profit Charter Management Organizations), or other service providers

221	DO YOU USE AN ESP FOR ANYTHING AT ALL?	Enter 1 for Yes or 0 for No for each School Year			
222		2013-14	2014-15	2015-16	2016-17
223	Did your school contract with an ESP?	0	0	0	0
224	If NO please SKIP the next set of questions and proceed to Tab 3 - Accountability				

225	ESP NAME	Enter Yes only for those that apply in each School Year			
226	Please indicate which ESP your school contracted with for each year	2013-14	2014-15	2015-16	2016-17
227	Charter Schools USA				
228	Connections Academy				
229	EdisonLearning				
230	K12, Inc.				
231	KIPP				
232	Ed Innovations				
233	Other ESPs used (Please insert names in space below and indicate Yes for each year in which the ESP provided services for your school) Insert other ESP names below	2013-14	2014-15	2015-16	2016-17
234					
235					
236					

237	ESP SERVICES	Enter 1 for Yes, only for those that apply each School Year			
238	Please indicate which services your ESP or a company affiliated with your ESP provided to your school for each year	2013-14	2014-15	2015-16	2016-17

Charter Schools - 2016 Annual Report Form

3. GOVERNANCE ACCOUNTABILITY

This section provides you an opportunity to show the Governance Accountability of your school. Please verify the data you entered for last year is correct.

The information for this section comes from your governing board roster and your meeting minutes.

278 GOVERNANCE ACCOUNTABILITY

279	CHAIR OF THE GOVERNING BOARD	2013-14	2014-15	2015-16	2016-17	2017-18
280	Name of your Governing Board Chair	W.Dixon	Charles Bowman	W.Dixon	W. Dixon	
281	Direct Phone Number	404-277-5016	770-979-1679	404-277-5016	404-277-5016	
282	Email Address	wdixon@daaoe.org	cbowman@daaoe.org	wdixon@daaoe.org	wilbert.dixon@daaoe.org	
283	If you had more than one Governing Board Chair last year, please enter:				N/A	
284	Name of earlier Governing Board Chair					
285	Direct Phone Number					
286	Email Address					

287	GOVERNING BOARD MEMBERS AND MEETINGS	2013-14	2014-15	2015-16	2016-17	2017-18
288	How many voting members are on the Governing Board?	7	9	9	8	
289	How many meetings did the Governing Board have last year, and how many are scheduled for this year?	5	5	10	4 mtgs/8 future mtgs.	
290	How many Governing Board members typically attended board meetings last year?	7	7		7	

291	GOVERNANCE	Enter YES or PARTIALLY only for those that apply in each School Year				
292		2013-14	2014-15	2015-16	2016-17	2017-18
293	Board has a leadership succession plan	Yes	Yes	Yes	Yes	
294	Board meetings focus primarily on education	Yes	Yes	Yes	Yes	
295	Board meetings include frequent review of student assessment results	Yes	Yes	Yes	Yes	
296	Board meetings include a review of curriculum effectiveness	Yes	Yes	Yes	Yes	
297	Board meetings include a review of the effectiveness of instructional methods	Yes	Yes	Yes	Yes	
298	Board members participate in guided classroom walkthroughs at least once per year	Yes	Yes	Yes	Yes	
299	Board members focus on governance and stay out of management decision making	Yes	Yes	Yes	Yes	
300	Board members do not interfere with school operations	Yes	Yes	Yes	Yes	
301	Board members donate volunteer time to the schools	Yes	Yes	Yes	Yes	
302	Board members donate financially to the schools	Yes	Yes	Yes	Yes	
303	Other Governance best practices (Please insert in space below and enter YES or PARTIALLY in the columns to the right)					
304						
305						
306						
307						
308						
309						

310	TRAINING FOR THE GOVERNING BOARD				
311	For EXISTING GOVERNING BOARDS AND MEMBERS : The Charter school governing board members must participate in a minimum of nine (9) hours of annual training				
312	Governing Board Member Name	Year(s) of Service	Financial Governance Training		
			Topics	# of Hours	Provider
313	Wilbert Dixon	4	06.18.16 Managing Financial	6	Aspire Solutions
	Andrew Griffin	2	06.18.16 Managing Financial	6	Aspire Solutions
314					
315					

316					
317					

318	For NEW GOVERNING BOARDS AND MEMBERS: The NEW Charter school governing board members (including past governing board members with a break in service of				
319					
320	Governing Board Member Name	Best practices, constitutional and statutory requirements, and applicable			Charter
321		Topics	# of Hours	Provider	Topics
322	Reginald Johnson	Succession Planning, Ethical	3	GCSA	Funding and I
323	Ulysses Ponder	Succession Planning, Board Chair	3	GCSA	Funding and I
324	Charles Reynolds				Funding and I
325	Marie Watson	Board Chair Duties and	2	GCSA	Funding and I
326	Roshelle Hudson	Board Chair Duties and	3	GCSA	Funding and I
327	Llona Speede	Board Chair Duties and	3	GCSA	Funding and I
328					
329					
330					
331					

332	You have reached the end of Tab 3: Governance Accountability.
333	Please proceed to Tab 4: Academic Accountability and continue answering the questions there.

of greater than one year) and the entire governing board of newly-approved charter schools must participate in a minimum of fifteen (15) hours of training within their first year

Charter School Finance and Budgeting Training			Financial Governance Training			Whole Board Governance Training
	# of Hours	Provider	Topics	# of Hours	Provider	Topics
Budget	3	GCSA	06.18.16 Managing Financial Statements	6	Aspire Solutions	03.12.16 Whole Team Training,
Budget	3	GCSA	06.18.16 Managing Financial Statements	6	Aspire Solutions	03.12.16 Whole Team Training,
Budget	3	GCSA	06.18.16 Managing Financial Statements	6	Aspire Solutions	03.12.16 Whole Team Training,
Budget	3	GCSA	06.18.16 Managing Financial Statements	6	Aspire Solutions	03.12.16 Whole Team Training,
Budget	3	GCSA				Annual Governance Make-up
Budget	3	GCSA				Annual Governance Make-up

r of service as governing board members:

Governance Team Training		Topics within the Standards for Effective Governance of GA Nonprofit Charter		
# of Hours	Provider	Topics	# of Hours	Provider
3	GCSA	Introduction Orientation,	4	GCSA
3	GCSA	Tips for Developing and	2	GCSA
3	GCSA	Annual Governance Make-	3	GCSA
3	GCSA	Annual Governance Make-	4	GCSA
3	GCSA	Introduction Orientation	6	GCSA
3	GCSA	Introduction Orientation	6	GCSA

Charter Schools - 2016 Annual Report Form

4. ACADEMIC ACCOUNTABILITY

This section provides you an opportunity to show the Academic Accountability of your school. Please verify the data is correct. If you have questions or concerns about the data, please send your questions via email to BOTH lerte@doe.k12.ga.us AND kpritchard@doe.k12.ga.us. DO NOT CHANGE THE DATA

The information for this section comes from both your charter contract (where you will find the goals and performance measures for each year) and your accountability system data (where you will find your actual performance for each year of your charter term)

Line #		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
334	Please VERIFY the Accountability Report below.									
335	School Name: Destiny Achievers Academy of Excellence									
336	Charter Term:									
337	Achievement of Academic and Organizational Goals									
338	Legend: Met Not Met									
339	State Performance Targets:	2012-13	2013-14	2014-15	2015-16	2016				
340	End-of-Grade Performance Targets									
341	Elementary School									
342	English/Language Arts	N/A	N/A	N/A	N/A	60.3	N/A	63.6	N/A	66.9
343	Mathematics	N/A	N/A	N/A	N/A	63.8	N/A	66.8	N/A	69.8
344	Science	N/A	N/A	N/A	N/A	57.4	N/A	61.0	N/A	64.6
345	Social Studies	N/A	N/A	N/A	N/A	59.7	N/A	63.1	N/A	66.5
346	Middle School									
347	English/Language Arts	N/A	N/A	N/A	N/A	60.3	N/A	63.6	N/A	66.9
348	Mathematics	N/A	N/A	N/A	N/A	63.8	N/A	66.8	N/A	69.8
349	Science	N/A	N/A	N/A	N/A	57.4	N/A	61.0	N/A	64.6
350	Social Studies	N/A	N/A	N/A	N/A	59.7	N/A	63.1	N/A	66.5
351	End-of-Course Performance Targets									
352	9th Grade Literature	N/A	N/A	N/A	N/A	61.5	7.5	64.7	23.4	67.9
353	American Literature	N/A	N/A	N/A	N/A	59.0	14.4	62.4	12.0	65.8
354	Coordinate Algebra	N/A	N/A	N/A	N/A	56.4	9.5	60.0	22.2	63.6
355	Analytic Geometry	N/A	N/A	N/A	N/A	55.6	17.2	59.3	7.7	63.0
356	Physical Science	N/A	N/A	N/A	N/A	50.1	7.1	54.3	7.4	58.5
357	Biology	N/A	N/A	N/A	N/A	56.6	6.3	60.2	6.5	63.8
358	U.S. History	N/A	N/A	N/A	N/A	61.6	5.9	64.8	10.4	68
359	Economics	N/A	N/A	N/A	N/A	58.3	2.6	61.8	6.3	65.3
360		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
361	Previous Year Comparison	2012-13	2013-14	2014-15	2015-16	2016				
362	End-of-Grade Performance Targets									
363	3rd Grade									
364	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
365	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
366	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
367	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
368	4th Grade									
369	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
370	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
371	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
372	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
373	5th Grade									
374	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
375	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
376	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
377	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
378	6th Grade									
379	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
380	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
381	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
382	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
383	7th Grade									
384	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
385	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
386	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
387	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
388	8th Grade									
389	English/Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
390	Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
391	Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
392	Social Studies	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
393	End-of-Course Performance Targets									
394	9th Grade Literature	N/A	N/A	N/A	N/A	N/A	N/A	7.5	22.9	22.9
395	American Literature	N/A	N/A	N/A	N/A	N/A	N/A	8.1	5.4	5.4
396	Coordinate Algebra	N/A	N/A	N/A	N/A	N/A	N/A	5.9	17.0	17.0
397	Analytic Geometry	N/A	N/A	N/A	N/A	N/A	N/A	17.2	7.1	7.1
398	Physical Science	N/A	N/A	N/A	N/A	N/A	N/A	4.3	4.9	4.9
399	Biology	N/A	N/A	N/A	N/A	N/A	N/A	8.3	6.3	6.3
400	U.S. History	N/A	N/A	N/A	N/A	N/A	N/A	2.9	6.6	6.6
401	Economics	N/A	N/A	N/A	N/A	N/A	N/A	45.1	19.8	19.8
402		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
403	State Designation: (Enter 1 for yes or 0 for no)	2012-13	2013-14	2014-15	2015-16	2016				
404	School was identified as a "Reward" school									
405	School does not have designation									
406	School was identified as a "Focus" or "Priority" school									

408		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
409	CCRPI Proficiency/Improvement : CCRPI score shall be equal to or better than both the State and Local District	2012-13		2013-14		2014-15		2015-16		2016
410	Achievement Points									
411	State Average:	46.5	43.6	46.8	43.6	30.6	32.8			
412	High School Average:	43.6	22.6	43.6	25.4	32.8	16.6	34.0	17.4	
413	Middle School Average:	48.3		48.7		29.3		30.2		
414	Elementary School Average:	47.5		48.1		29.7		30.0		
415		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
416	Progress Points	2012-13		2013-14		2014-15		2015-16		2016
417	State Average:	16.5	16.3	16.0	15.7	34.2	34.3			
418	High School Average:	16.3	16.9	15.7	12.8	34.3	29.1	34.3	26.3	
419	Middle School Average:	16.7		16.3		34.6		34.6		
420	Elementary School Average:	16.5		15.9		33.8		33.8		
421		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
422	Achievement Gap Points	2012-13		2013-14		2014-15		2015-16		2016
423	State Average:	8.2	8.7	6.5	7.5	6.7	6.7			
#REF!	High School Average:	8.7	10.0	7.5	0	6.7	5	6.7	4.2	
#REF!	Middle School Average:	7		7		6.7		6.7		
#REF!	Elementary School Average:	9		5		6.7		6.7		
#REF!		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
#REF!	CCRPI Score (minus Challenge Points)	2012-13		2013-14		2014-15		2015-16		2016
#REF!	State Average:	71.2	68.6	69.3	66.8	70.5	73.8			0
#REF!	District Average:	61.3	61.2	62.4	55.5	67.3	70.7			
#REF!	High School Average:	68.6	49.5	66.8	38.2	73.8	50.7	75.0	47.9	0
#REF!	Middle School Average:	72.0		72.0		70.6		71.5		0
#REF!	Elementary School Average:	73.0		69.0		70.2		70.5		0
#REF!		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
#REF!	The Charter School shall "Beat the Odds":	2012-13		2013-14		2014-15		2015-16		2016
#REF!	Beat the Odds									
#REF!	Met Expectations									
#REF!	Did Not Beat the Odds									
#REF!		Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target
#REF!						Legend:	Met	Not Met		

#REF! You have reached the end of Tab 4: Academic Accountability.
#REF! Please proceed to Tab 5: Financial Accountability and continue answering the questions there.

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5. FINANCIAL ACCOUNTABILITY

This section gives you a chance to share your school's financial information.

#REF! FINANCE & BUDGET

#REF!	CHIEF FINANCIAL OFFICER	2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	CFO's name	Ben C. Jakes	Ben C. Jakes	Yui (Candy) Yu	Ramona Thurman	
#REF!	Direct Phone Number	404-328-0898	404-328-0898	678-462-1197	678-485-4324	
#REF!	Street Address	3595 Linecrest Road	3595 Linecrest Road	2959 Chapel Hill Road, D208	9141 Woodleaf Drive	
#REF!	City	Ellenwood	Ellenwood	Douglasville	Jonesboro	
#REF!	County	DeKalb	DeKalb	Douglas	Clayton	
#REF!	Zip Code	30294	30294	30135	30236	
#REF!	Email Address	Ben_C_Jakes@fc.dekalb.k12.ga.us	Ben_C_Jakes@fc.dekalb.k12.ga.us	candy@avolonabs.com	thurmanr@bellsouth.net	
#REF!	Please indicate which of the following credentials your CFO has achieved:	(Enter 1 for yes or 0 for no)				
		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Baccalaureate or higher degree in business, accounting, or finance from an accredited college or university	1	1	1	1	
#REF!	Minimum of four years experience in a field related to business or finance	1	1	1	1	
#REF!	Documented experience of ten or more years in the field of business and financial management	1	1	1	1	

#REF!	FINANCIAL SUSTAINABILITY	2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Do you have the ability to cover short-term financial obligations?				1	
#REF!	Do you maintain an appropriate balance of cash on hand? (Total expenses/365)				1	
#REF!	Are you able to project enrollment to adequately budget?				1	
#REF!	Are you paying off debt in a timely manner?				1	
#REF!	What is your efficiency margin? (change in net assets divided by total revenues)				27.67%	
#REF!	What is your debt to asset ratio? (total liabilities divided by liabilities over time)				0.00%	

#REF!	SPENDING PRIORITIES	Enter percentages for each School Year				
		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Administration (all non-instruction and non-facilities expenses)	20%	20%	20%	20%	
#REF!	Instruction (including teacher and substitute payroll expenses; textbooks; classroom supplies; classroom computers and instructional software; field trips; instructional equipment; library/media center payroll expenses, equipment & supplies; student assessment; classroom furniture; PE equipment; art supplies; and contracted education professional & technical services)	70%	70%	70%	70%	
#REF!	Facilities (including rent/lease/mortgage payments, grounds maintenance, maintenance & repair, utilities, fire safety & compliance, kitchen equipment, and security system)	10%	10%	10%	10%	
#REF!	MUST TOTAL 100% Total (Do Not Enter)	100%	100%	100%	100%	0%

#REF!	CAPITAL FINANCING	2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Has your school ever accessed bond financing?		0		0	
#REF!	If locally-approved, did you local district provide your school with SPLOST funding for facilities?		0		0	
#REF!	If locally-approved, did your local district provide your school with SPLOST funding for technology?		0		0	
#REF!	If locally-approved, did you local district provide your school with SPLOST funding for buses?		0		0	

#REF!	AUDIT INFORMATION
#REF!	If your school is <u>required</u> to file Attachment 3 - Audit Report (see Lines #6-11 in Tab 1), please answer the following questions.
#REF!	If your school is <u>NOT</u> required to file Attachment 3 - Audit Report (see Lines #6-11 in Tab 1), please move to Tab 6 Operational Accountability.

#REF!	AUDIT FIRM	2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	What is/was the name of your school's audit firm?	Bennett & Moody, CPA	Bennett & Moody, CPA	Bennett & Moody, CPA	Bennett & Moody CPA	
#REF!	What is/was the license number of your school's audit firm?	ACF 002872	ACF 002872	ACF 002872	ACF 002872	

#REF!	AUDIT DEADLINE	Enter 1 for Yes or 0 for No				
#REF!	Will your school's audit firm have completed your audit in time to submit it by November 1 deadline?	1	1	1	1	
#REF!	If <i>NOT</i> , when will it be completed?	2013-14	2014-15	2015-16	2016-17	2017-18

#REF!	AUDIT RESULTS	Enter Yes for each School Year in which the answer applies				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	For which of your audits did the report indicate you had received an <i>unqualified audit</i> ?	1	1	1	1	
#REF!	For which of your audits did the report include <i>findings or material weaknesses</i> ?	0	0	0	0	
#REF!	If findings or material weaknesses were NOT reported please proceed to Tab 6: Operational Accountability					
#REF!	If findings or material weaknesses WERE reported in any year, please answer the question below (line 472).					

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6. OPERATIONAL ACCOUNTABILITY

This sections gives you the opportunity to show your school's Operational Accountability as defined in your contract.

Line #		Legend:	1	0				
#REF!	Please complete the Report below.							
#REF!	Contract Terms and Performance Goals		2012-13	2013-14	2014-15	2015-16	2016-17	
#REF!	Essential or Innovative Features (Indicate whether each essential or innovative feature was implemented. Enter 1 for Yes and 0 for No and Use the color legend to indicate the implementation of each feature.)							
#REF!	Offered Saturday School Tutorials/Make-Up Sessions			1	1	1	1	
#REF!	After-School Tutorials offered by classroom teachers			1	1	1	1	
#REF!	Credit Recovery for in-coming students			1	1	1	1	
#REF!	Extended Day classes for students			1	1	1	1	
#REF!	CATE Program			1	1	1	1	
#REF!	Dual Enrollment with other DeKalb County Schools/Local Colleges			1	1	1	1	
#REF!	Operational Goals:		2012-13	2013-14	2014-15	2015-16	2016-17	
#REF!	Are the curricular and educational programs aligned with mission?						1	
#REF!	Are you complying with all applicable laws, rules, regulations and provisions of your charter contract?						1	
#REF!	Does the school comply with reporting requirements?							
#REF!	QBE/FTE Reporting							1
#REF!	Personnel Reporting							1
#REF!	Student Record Reporting							1
#REF!	CCRPI Data Reporting							1

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7. PROMISING PRACTICES

Charter schools are known for implementing "Best Practices" in many areas -- from academics to operations to finances to governance.

This section gives you a chance to share with us all the best practices your school has already implemented or plans to implement this year.

INSTRUCTIONS: For each best practice listed, please enter YES or PARTIALLY only for those that your school can provide hard evidence that it has or will fully or partially implement the practice.

Note: You do not have to provide hard evidence of these best practices as part of your Annual Report. It is not until we follow up with you later for the separate study of the impact your best practices had on your performance outcomes (mentioned above) that we will ask to see examples of the best practices being implemented at your school.

Line #

#REF! PROMISING PRACTICES

#REF! For which of the following CURRICULUM best practices can your school provide hard evidence that it has or will implement the practice?

	CURRICULUM	Enter YES or PARTIALLY only for those that apply in each School Year				
		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Advanced courses for middle grades					
#REF!	Advanced Placement courses					
#REF!	Career and technical education courses					
#REF!	College and career academy	Yes	Yes	Yes	Yes	
#REF!	Core Knowledge	Yes	Yes	Yes	Yes	
#REF!	Expeditionary Learning					
#REF!	Foreign language starting in early grades					
#REF!	If yes, at which grade did/will you start a foreign language? <i>(Enter grade for each year)</i>					

#REF!	Gateway to College					
#REF!	International Baccalaureate Program					
#REF!	Learning-Focused					
#REF!	Montessori					
#REF!	Multiple Intelligences					
#REF!	Museum model					
#REF!	Paideia					
#REF!	Success for All					
#REF!	STC for Children					
#REF!	STEM				Yes	
#REF!	STEAM					
#REF!	Thematic Learning					
#REF!	Dual/Joint Enrollment in a post-secondary institution	Yes	Yes	Yes	Partially	
#REF!	Work-based learning or internships outside of school for which students earn course credit				Yes	
#REF!	Other Curriculum best practices (Please insert in space below and YES or PARTIALLY in the columns to the right)				Yes	
#REF!	Blended Learning Approach				Yes	
#REF!	Response To Intervention (RTI)				Yes	
#REF!	Flexible Learning Program (FLP)				Yes	
#REF!						

#REF!	For which of the following <u>INSTRUCTION</u> best practices can your school provide <u>hard evidence</u> that it has or will implement the practice?					
#REF!	INSTRUCTION	Enter YES or PARTIALLY only for those that apply in each School Year				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Constructivist or post-constructivist					
#REF!	Daily schedule posted for students to see	Yes	Yes	Yes	Yes	
#REF!	Data-driven instruction	Yes	Yes	Yes	Yes	
#REF!	If Yes to data-driven instruction, which method(s) does your school use? (Enter YES or PARTIALLY for each year)					
#REF!	Student data binders in classroom	Yes	Yes	Yes	Yes	
#REF!	Data wall in faculty workroom or other non-public area	Yes	Yes	Yes	Yes	
#REF!	Data wall in common area of the school	Yes	Yes	Yes	Yes	
#REF!	Other data-driven instruction (please enter below and YES or PARTIALLY for each year)					
#REF!						
#REF!						
#REF!						
#REF!	Differentiated instruction	Partially	Partially	Partially	Partially	
#REF!	Dual language				Yes	
#REF!	Essential questions being addressed that day are posted for students to see	Yes	Yes	Yes	Yes	
#REF!	Hands-on, inquiry-based learning	Partially	Partially	Partially	Yes	
#REF!	Online or virtual courses	Yes	Yes	Yes	Yes	
#REF!	Performance grouping (flexible grouping), with frequent regrouping	Partially	Partially	Partially	Yes	
#REF!	Project-based learning	Partially	Partially	Partially	Yes	
#REF!	RTI (Response to Intervention) for advanced students	No	No	No	Yes	
#REF!	RTI (Response to Intervention) for remedial students	Yes	Yes	Yes	Yes	
#REF!	Standards being taught that day are posted for students to see	Yes	Yes	Yes	Yes	
#REF!	Virtual learning				Yes	
#REF!	Other Instruction best practices (Please insert in space below and enter YES or PARTIALLY next to each one in the years that it applies)					
#REF!						
#REF!						
#REF!						

#REF!	For which of the following <u>ASSESSMENT</u> best practices can your school provide <u>hard evidence</u> that it has or will implement the practice?					
#REF!	ASSESSMENT	Enter YES or PARTIALLY only for those that apply in each School Year				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Use of a norm-referenced test (other than state assessments)	Yes	Yes	Yes	Yes	
#REF!	If your school uses a norm-referenced test or tests, please indicate which tests below for each year (and YES for each year)					
#REF!	EOPA (End of Pathway Assessments) by variety of vendors			Yes	Yes	
#REF!	MAP				Yes	
#REF!	Other (Please enter YES and names of tests below)					
#REF!	Renaissance Learning			Yes	Partially	
#REF!						
#REF!						

#REF!					
#REF!					
#REF!					

For which of the following EFFECTIVE TEACHERS best practices can your school provide hard evidence that it has or will implement the practice?					
EFFECTIVE TEACHERS	Enter YES or PARTIALLY only for those that apply in each School Year				
	2013-14	2014-15	2015-16	2016-17	2017-18
Continuous professional development in curriculum, instruction, and assessment	Yes	Yes	Yes	Yes	
Professional development is <i>aligned</i> with instructional and/or operational <i>data</i>	Yes	Yes	Yes	Yes	
Professional development is aligned with staff needs	Yes	Yes	Yes	Yes	
On-site, full-time Curriculum Implementation Specialists in major subject areas					
Curriculum Implementation Specialists spend time in the classrooms every day team teaching, coaching, modeling, and observing					
On-site, full-time Behavioral Intervention Specialist					
Behavioral Intervention Specialist spends time in the classrooms every day team teaching, coaching, modeling, and observing					
New teacher mentoring and coaching	Yes	Yes	Yes	Yes	
Teacher visits to effective schools and classrooms	Yes	Yes	Yes	Yes	
Teacher peer-to-peer observations and feedback	Yes	Yes	Yes	Yes	
Teacher collaborative <i>planning</i>	Yes	Yes	Yes	Yes	
Teacher collaborative <i>grading</i>					
Other <i>teacher-based</i> professional development (enter below and YES or PARTIALLY in columns to the right)					
Other <i>professional development</i> best practices (Please insert in space below and YES or PARTIALLY in columns to the right)					
Restorative Justice				Yes	
Restorative Practices				Yes	
Positive Behavior Intervention and Supports (PBIS)				Yes	
Other <i>Effective Teachers</i> best practices (Please insert in space below and YES or PARTIALLY in columns to the right)					

For which of the following INSTRUCTIONAL LEADERSHIP best practices can your school provide hard evidence that it has or will implement the practice?					
INSTRUCTIONAL LEADERSHIP	Enter YES or PARTIALLY only for those that apply in each School Year				
	2013-14	2014-15	2015-16	2016-17	2017-18
Frequent classroom observations by Principal	Yes	Yes	Yes	Yes	
Weekly observations of every classroom by Principal	Yes	Yes	Yes	Yes	
Daily observations of every classroom by Principal	Partially	Partially	Partially	Partially	
School focus walks	Yes	Yes	Yes	Yes	
Review of focus walk data with staff	Yes	Yes	Yes	Yes	
Regular review of instructional and operational data with staff	Yes	Yes	Yes	Yes	
If Yes to "Regular review of instructional and operational data with staff", how frequently do these reviews occur?	Monthly	Monthly	Monthly	Monthly	
Use of leadership teams and master teachers	Yes	Yes	Yes	Yes	
Monitor curriculum maps and lesson plans regularly	Yes	Yes	Yes	Yes	
If Yes to "Monitor curriculum maps and lesson plans regularly", how frequently does this monitoring occur?	Monthly	Monthly	Monthly	Weekly	
Monitor fidelity to the instructional model and/or school philosophy	Yes	Yes	Yes	Yes	
If Yes to "Monitor fidelity to the instructional model and/or school philosophy", how frequently does this monitoring occur?	Monthly	Monthly	Monthly	Monthly	
Monitor the use and effectiveness of professional development	Yes	Yes	Yes	Yes	

#REF!	If Yes to "Monitoring the use and effectiveness of professional development", how frequently does this monitoring occur?	Monthly	Monthly	Monthly	Monthly	
#REF!	Monitor SPED compliance	Yes	Yes	Yes	Yes	
#REF!	If Yes to "Monitor SPED compliance", how frequently does this monitoring occur?	Weekly	Weekly	Weekly	Weekly	
#REF!	Monitor RTI process	Yes	Yes	Yes	Yes	
#REF!	If Yes to "Monitor RTI process", how frequently does this monitoring occur?	Weekly	Weekly	Weekly	Weekly	
#REF!	Other Instructional Leadership best practices (Please insert in space below, and YES or PARTIALLY in columns to the right)					
#REF!						
#REF!						
#REF!						
#REF!						

#REF!	For which of the following EFFECTIVE OPERATIONS best practices can your school provide <u>hard evidence</u> that it has or will implement the practice?					
#REF!	EFFECTIVE OPERATIONS	Enter YES or PARTIALLY only for those that apply in each School Year				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Block schedule	Yes	Yes	Yes		
#REF!	Hybrid block schedule				Yes	
#REF!	Shortened class-time					
#REF!	Shortened day					
#REF!	Extended day	Yes	Yes	Yes	Yes	
#REF!	Extended year or year-round school					
#REF!	Extended week or weekend classes	Yes	Yes	Yes	Yes	
#REF!	Start the day with ELA/Reading					
#REF!	Start the day with 90 minutes or more of ELA/Reading					
#REF!	Uninterrupted 90 minutes or more of ELA/Reading at some point during the day					
#REF!	ELA/Reading taught across the curriculum				Yes	
#REF!	An hour or less of Math	Yes	Yes	Yes	Yes	
#REF!	90 minutes or more of Math					
#REF!	Math taught across the curriculum					
#REF!	An hour or less of Science	Yes	Yes	Yes	Yes	
#REF!	90 minutes or more of Science					
#REF!	Science taught across the curriculum					
#REF!	An hour or less of Social Science	Yes	Yes	Yes	Yes	
#REF!	90 minutes or more of Social Science					
#REF!	Social Science taught across the curriculum					
#REF!	Specials rotation includes Music					
#REF!	Specials rotation includes Art					
#REF!	Specials rotation includes Physical Education				Yes	
#REF!	Specials rotation includes a foreign language	Yes	Yes	Yes	Yes	
#REF!	Other Specials included in the rotation (please list below and enter YES or PARTIALLY in columns to the right)					
#REF!						
#REF!						
#REF!						
#REF!						
#REF!	Multi-age grouping					
#REF!	Grades subdivided into small groups such as "houses" or "families"					
#REF!	Single gender classes					
#REF!	Single gender school					
#REF!	Small class sizes	Yes	Yes	Yes	Yes	
#REF!	If small class sizes, what is average class size?					
#REF!	Looping					
#REF!	Personalized student learning plans					
#REF!	Personalized Student Achievement Plans (PSAPs)					
#REF!	Before school program					
#REF!	After school program	Yes	Yes	Yes	Yes	
#REF!	Pre-Kindergarten program					
#REF!	Community service opportunities	Yes	Yes	Yes	Yes	
#REF!	Transportation					
#REF!	Daily transportation	Yes	Yes	Yes	Yes	
#REF!	Transportation for programs	Yes	Yes	Yes	Yes	
#REF!	School nutrition program (breakfast/lunch)				Yes	
#REF!	Wrap-around services for students				Yes	
#REF!	What services are offered to students? Counseling agencies and referrals to public agencies					
#REF!	Wrap-around services for families				Yes	

#REF!	What services are offered to families? <i>Counseling and referrals to public agencies.</i>					
#REF!	Succession plan for Principal	Yes	Yes	Yes	Yes	
#REF!	Succession plan for other school leaders				Yes	
#REF!	Vertical and horizontal teaming				Yes	
#REF!	Regular assemblies	Yes	Yes	Yes	Yes	
#REF!	If Yes to "Regular assemblies", how frequently do the assemblies occur?	Monthly	Monthly	Monthly	Monthly	
#REF!	Regular communication with <i>all stakeholders</i> via newsletters, website, social media, etc.,	Yes	Yes	Yes	Yes	
#REF!	If Yes to "Regular communication...", how frequently does such communication occur?	Monthly	Monthly	Monthly	Monthly	
#REF!	If Yes to "Regular communication...", how frequently does communication with <i>parents</i> occur?	Monthly	Monthly	Monthly	Monthly	
#REF!	Academic and fiscal data is shared at least annually with stakeholders	Yes	Yes	Yes	Yes	
#REF!	Use of community members and resources to enhance instructional program	Yes	Yes	Yes	Yes	
#REF!	Other Effective Operations best practices (<i>Please insert in space below</i>)					
#REF!	Home Visitations				Yes	
#REF!						
#REF!						
#REF!						

#REF!	For which of the following ORGANIZATIONAL CULTURE best practices can your school provide <u>hard evidence</u> that it has or will implement the practice?					
#REF!	ORGANIZATIONAL CULTURE	Enter YES or PARTIALLY only for those that apply in each School Year				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Current student work placed on classroom and hallway walls	Yes	Yes	Yes	Yes	
#REF!	Positive discipline plan (<i>describe below and enter YES or PARTIALLY in columns to the right</i>)	Yes	Yes	Yes	Yes	
#REF!	Positive Behavioral Interventions & Supports (PBIS)				Yes	
#REF!						
#REF!						
#REF!						
#REF!	Student uniforms	Yes	Yes	Yes	Yes	
#REF!	Faculty & staff uniforms	Partially	Partially	Partially	Partially	
#REF!	Collaborative culture among leadership, faculty & staff		Yes	Yes	Yes	
#REF!	Professionalism apparent across leadership, faculty & staff	Yes	Yes	Yes	Yes	
#REF!	Good working relationships across the leadership, faculty & staff	Yes	Yes	Yes	Yes	
#REF!	Personal relationships don't interfere with leadership, faculty & staff professional relationships	Yes	Yes	Yes	Yes	
#REF!	Leadership avoids favoritism	Yes	Yes	Yes	Yes	
#REF!	Parents feel welcome in the building	Yes	Yes	Yes	Yes	
#REF!	Parent involvement and volunteering is strong	Yes	Yes	Yes	Partially	
#REF!	Parents feel empowered within the school but do not interfere with school operations	Yes	Yes	Yes	Yes	
#REF!	Parents have effective organization to engage them in supporting the school	Yes	Yes	Yes	Yes	
#REF!	Personal relationships don't interfere between parents and leadership, faculty & staff	Yes	Yes	Yes	Yes	
#REF!	Bright colors on walls and floor	Partially	Partially	Partially	Yes	
#REF!	Well-lit classrooms	Yes	Yes	Yes	Yes	
#REF!	Well-lit common areas	Yes	Yes	Yes	Yes	
#REF!	Clean building	Yes	Yes	Yes	Yes	
#REF!	Clean restrooms	Yes	Yes	Yes	Yes	
#REF!	Clean school grounds	Yes	Yes	Yes	Yes	
#REF!	Building in good repair	Partially	Partially	Partially	Yes	
#REF!	Grounds in good repair	Yes	Yes	Yes		
#REF!	Other Effective Operations best practices (<i>Please insert in space below</i>)					
#REF!						
#REF!						
#REF!						
#REF!						

#REF!	For which of the following OTHER BEST PRACTICES can your school provide <u>hard evidence</u> that it has or will implement the practice?					
#REF!	OTHER BEST PRACTICES <i>(enter below)</i>	Enter YES or PARTIALLY only for those that apply in each School Year				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!						
#REF!						
#REF!						
#REF!						
#REF!						
#REF!						
#REF!						
#REF!						

#REF! #REF! **You have reached the end of Tab 7: Promising Practices
Please proceed to Tab 8: Autonomy and continue answering the questions there.**

Charter Schools - 2016 Annual Report Form

8. AUTONOMY

The basic "Charter Bargain" is an exchange of Autonomy for Accountability in which a charter school is granted the freedom to control everything about the school in exchange for agreeing to being held accountable for higher school performance.

This section gives you a chance to share with us all the ways your charter school has exercised Autonomy or *plans* to exercise Autonomy this year.

In other words, which of the many charter school freedoms from the law, rules and regulations, the State, and your local school district (if you are locally approved) have you used or will you use?

We will be following up with you later this fall for a separate study of the impact of your use of autonomy on your performance outcomes as part of the "Beating the Odds" CCRPI performance analysis.

NOTE: If you did NOT exercise autonomy in an area, please indicate whether it was Not Needed or Not Permitted by your local school district.

Line #

#REF! AUTONOMY

#REF! Which of the following decisions has your school's Principal/Leader or charter school governing board directly or indirectly made or affirmed?

#REF!	CONTROL OVER THE PEOPLE IN THE SCHOOL	Enter Yes, Not Needed or Not Permitted for each School Year				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Selection of principal					
#REF!	Professional development requirements and planning for staff	Yes	Yes	Yes		
#REF!	Selection of professional development vendors and resources	Yes	Yes	Yes		
#REF!	Evaluation of staff	Yes	Yes	Yes		
#REF!	Issuance of annual employment contracts from the non-profit governing board	Yes	Yes	Yes		
#REF!	At-will employment	Yes	Yes	Yes		
#REF!	Control over number of positions budgeted, type of positions, qualifications, roles, and job descriptions	Yes	Yes	Yes		
#REF!	Determine whether certification will be required	Yes	Yes	Yes		
#REF!	Control over ALL hiring decisions, transfers, promotion, demotion, lateral moves, and termination of all faculty and staff	Yes	Yes	Yes		
#REF!	Manage human resources independent of the central office, including human resources policies, procedures, and handbooks	Yes	Yes	Yes		
#REF!	Establish work schedules of faculty and staff (hours per day, days per year, calendars, etc.)	Yes	Yes	Yes		
#REF!	Establish compensation model including salary schedules, 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)	Yes	Yes	Yes		
#REF!	Establish pay scale, experience, training, and other matters related to substitute teachers	Yes	Yes	Yes		
#REF!	Other examples of personnel autonomy and use of personnel waivers (enter in space below)					
#REF!						
#REF!						
#REF!						
#REF!						

#REF!	CONTROL OVER WHAT OCCURS IN THE SCHOOL	Enter Yes, Not Needed or Not Permitted for each School Year				
#REF!		2013-14	2014-15	2015-16	2016-17	2017-18
#REF!	Selection of curriculum, including any changes in curriculum as needed to improve student achievement	Yes	Yes	Yes		

#REF!	Choose instructional delivery model(s)	Yes	Yes	Yes		
#REF!	Selection of courses and programs offered	Yes	Yes	Yes		
#REF!	Choice of textbooks, technology, and instructional materials	Yes	Yes	Yes		
#REF!	Establish additional graduation requirements			Yes		
#REF!	Set course and credit requirements			Yes		
#REF!	Establish seat time	Yes	Yes	Yes		
#REF!	Set student technology and physical education skill requirements					

#REF!	Create or modify Career Pathway curricula	Yes	Yes	Yes		
#REF!	Choose dual enrollment options	Yes	Yes	Yes		
#REF!	Choose credit recovery options	Yes	Yes	Yes		
#REF!	Utilize on-line learning platforms (i.e., Georgia Virtual School)	Yes	Yes	Yes		
#REF!	Establish additional mastery level requirements for performance	Yes	Yes	Yes		
#REF!	Select additional formative and/or summative assessment to determine student levels of mastery and growth	Yes	Yes	Yes		
#REF!	Establish delivery model, scheduling, staffing, and supplemental services for ELL, SPED, gifted and remedial programs	Yes	Yes	Yes		
#REF!	Establish curriculum maps, pacing charts, and methods for monitoring the curriculum	Yes	Yes	Yes		
#REF!	Establish lesson plan requirements for teachers	Yes	Yes	Yes		
#REF!	Set school calendar, including length of school year, holidays, early release days, etc.	Yes	Yes	Yes		
#REF!	Set daily/weekly school and/or class schedules, including length of school day	Yes	Yes	Yes		
#REF!	Select co-curricular and extracurricular activities					
#REF!	Establish after school and Saturday programs as needed	Yes	Yes	Yes		
#REF!	Set enrichment and/or advisory periods as needed	Yes	Yes	Yes		
#REF!	Establish fieldtrips including locations, date	Yes	Yes	Yes		
#REF!	Establish placement and promotion criteria	Yes	Yes	Yes		
#REF!	Set class size / student:teacher ratios	Yes	Yes	Yes		
#REF!	Set staff-to-student ratios for non-class times (i.e., lunch, recess, specials, transitions, etc.)					
#REF!	Set grading and reporting policies, plans, process, schedules, and formats	Yes	Yes	Yes		
#REF!	Manage curriculum and instruction affairs independent of the local district including curriculum and instruction policies, procedures, and handbooks					
#REF!	Other examples of curriculum and instruction autonomy and use of waivers (enter in space below)					
#REF!						
#REF!						
#REF!						
#REF!						

Charter Schools - 2016 Annual Report Form

9. AUTHORIZER INFORMATION

Please answer these questions to give your authorizer(s) input on how well they are doing in serving your school. Your participation will support the efforts of all Georgia's charter school authorizers to improve their authorizing policies, procedures, and practices as a way to strengthen chartering in Georgia.

THANK YOU!

The questions in this section are based on the Principles and Essential Practices of NACSA (National Association of Charter School Authorizers).

This section gives you a chance to share information regarding your relationship with your authorizer; your authorizer's application and decision making processes and procedures; their ongoing oversight and evaluation of your school including performance evaluation and compliance monitoring; their respect for your school's autonomy; their protection of student rights; their intervention policies and practices; and their revocation and renewal decision making including the role of merit and evidence, a cumulative report on your school's performance, and a fair, transparent process -- as well as closure procedures.

INSTRUCTIONS: If your school is locally-approved by your school district, answer the questions for both your local district and for the State. If you are a state charter school, answer the questions as they relate to your State authorizer.

Line #

#REF!	CHARTER INFORMATION	
#REF!	CHARTER BASICS	Put information in this column
#REF!	What is the name of your charter school that you use <i>in practice</i> (e.g., on your stationary)?	Destiny Achievers Academy of Excellence
#REF!	What is the <i>official</i> name of your charter school as listed in your charter?	Destiny Achievers Academy of Excellence
#REF!	What is the <i>beginning date</i> of your current charter term (MM/DD/YYYY)?	1-Jul-11
#REF!	What is the <i>ending date</i> of your current charter term (MM/DD/YYYY)?	30-Jun-18
#REF!	In what <i>month and year</i> was your <i>first charter approved</i> (MM/YYYY)?	11-May-11
#REF!	In what <i>month and year</i> did your charter school <i>first open</i> (MM/YYYY)?	1-Aug-11
#REF!	Is your school a Start-Up or a Conversion charter school?	Start-Up
#REF!	What grades will you serve at the end of your charter term?	9-12

Your charter term is shown near the beginning of your charter contract. The start date will be July 1, YYYY and the end date will be June 30, YYYY

#REF!	AUTHORIZER INFORMATION	Put information in this column
#REF!	Is your school a locally-approved school or a State Charter School?	Locally approved School
#REF!	If locally-approved, please provide the following information:	
#REF!	Which school district(s) signed your charter?	DeKalb County School District
#REF!	Name of your district's charter liaison	Laura Stowell
#REF!	Charter liaison's title	Director of Charter Schools, School Governance and Flexibility
#REF!	Charter liaison's direct phone number	678-676-0704
#REF!	Charter liaison's email address	Laura_Stowell@dekalbschoolsga.org

#REF! **AUTHORIZER EVALUATION**

#REF!	AUTHORIZER RELATIONSHIPS	Enter Yes, No, or Not Applicable				
		Local District	State	Local District	State	Local District
		2013-14		2014-15		2015-16
		#REF!	Does your authorizer fulfill the terms of your charter contract?	Yes	Yes	Yes
#REF!	Do you have regular communications with your authorizer?	Yes	Yes	Yes	Yes	Yes
#REF!	Do you have regular in-person meetings with your authorizer?	Yes	Yes	Yes	Yes	Yes
#REF!	Do you and your authorizer share Best Practices with each other?	Yes	Yes	Yes	Yes	Yes

#REF! **INITIAL APPLICATION PROCESS AND DECISION MAKING**

#REF!	Proposal Information, Questions, and Guidance	Enter Yes, No, or Not Applicable				
		Local District	State	Local District	State	Local District
		2013-14		2014-15		2015-16
		#REF!	Does your authorizer...			
#REF!	Issue a charter application information packet or request for proposals (RFP) that:	Yes	Yes	Yes	Yes	Yes
#REF!	States any chartering priorities the authorizer may have established?	Yes	Yes	Yes	Yes	Yes
#REF!	Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities?	Yes	Yes	Yes	Yes	Yes
#REF!	Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria?	Yes	Yes	Yes	Yes	Yes
#REF!	Encourage expansion and replication of charter schools that demonstrate success and capacity for growth?	Yes	Yes	Yes	Yes	Yes
#REF!	Express an openness to considering diverse educational philosophies and approaches?	Yes	Yes	Yes	Yes	Yes
#REF!	Express a commitment to serve students with diverse needs?	Yes	Yes	Yes	Yes	Yes

#REF!	Fair, Transparent, Quality-Focused Procedures	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
		2013-14		2014-15		2015-16
#REF!	Implement a charter application process that is open, well publicized, and transparent, and is organized around clear, realistic timelines?	Yes	Yes	Yes	Yes	Yes
#REF!	Allow sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity?	Yes	Yes	Yes	Yes	Yes
#REF!	Explain how each stage of the application process is conducted and evaluated?	Yes	Yes	Yes	Yes	Yes
#REF!	Communicate chartering opportunities, processes, approval criteria, and decisions clearly to the public?	Yes	Yes	Yes	Yes	Yes

#REF! **ONGOING OVERSIGHT AND EVALUATION**

#REF!	Performance Evaluation and Compliance Monitoring	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
		2013-14		2014-15		2015-16
#REF!	Have a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions?	Yes	Yes	Yes	Yes	Yes
#REF!	Define and communicate to your school the process, methods, and timing of gathering and reporting school performance and compliance data?	Yes	Yes	Yes	Yes	Yes
#REF!	Protect your school's legally entitled autonomy?	Yes	Yes	Yes	Yes	Yes
#REF!	Minimize your school's administrative and reporting burdens?	Yes	Yes	Yes	Yes	Yes
#REF!	Provide clear technical guidance to your school as needed to ensure timely compliance with applicable rules and regulations?	Yes	Yes	Yes	Yes	Yes
#REF!	Visit your school as appropriate and necessary for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy and avoid operational interference?	Yes	Yes	Yes	Yes	Yes
#REF!	Evaluate your school annually on your performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements, and clearly communicates evaluation results to your school's governing board and leadership?	Yes	Yes	Yes	Yes	Yes
#REF!	Communicate regularly with your school as needed, including both your school leaders and governing board, and provide timely notice of contract violations or performance deficiencies?	Yes	Yes	Yes	Yes	Yes

#REF!	Provide an annual written report to your school, summarizing your performance and compliance to date and identifying areas of strength and areas needing improvement?	Yes	Yes	Yes	Yes	Yes
#REF!	Articulate and enforce stated consequences for failing to meet performance expectations or compliance requirements?	Yes	Yes	Yes	Yes	Yes

#REF!	Respecting School Autonomy	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
		2013-14		2014-15		2015
#REF!	Respect your school's authority over your day-to-day operations?	Yes	Yes	Yes	Yes	Yes
#REF!	Refrain from directing or participating in educational decisions or choices that are appropriately within your school's purview under the charter law or contract?	Yes	Yes	Yes	Yes	Yes

#REF!	Protecting Student Rights	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
		2013-14		2014-15		2015
#REF!	Ensure that your school admits students through a random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service, or parent contracts) that exclude students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement?	Yes	Yes	Yes	Yes	Yes
#REF!	Ensure that your school provides access and services to students with disabilities as required by applicable federal and state law, including compliance with student individualized education programs and Section 504 plans, facilities access, and educational opportunities?	Yes	Yes	Yes	Yes	Yes
#REF!	Ensure clarity in the roles and responsibilities of all parties involved in serving students with disabilities?	Yes	Yes	Yes	Yes	Yes
#REF!	Ensure that your school provides access to and appropriately serves other special populations of students, including English learners, homeless students, and gifted students, as required by federal and state law?	Yes	Yes	Yes	Yes	Yes
#REF!	Ensure that your school's student discipline policies and actions are legal and fair, and that no student is expelled or counseled out of your school outside of that process?	Yes	Yes	Yes	Yes	Yes

#REF!	Intervention	Enter Yes, No, or Not Applicable				
-------	---------------------	----------------------------------	--	--	--	--

#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
		2013-14		2014-15		2015-16
#REF!	Establish and make known to your school at the outset an intervention policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue?	Yes	Yes	Yes	Yes	Yes
#REF!	Give your school clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies?	Yes	Yes	Yes	Yes	Yes
#REF!	Allow your school reasonable time and opportunity for remediation in non-emergency situations?	Yes	Yes	Yes	Yes	Yes
#REF!	Where intervention is needed, engage in intervention strategies that clearly preserve school autonomy and responsibility (identifying what your school must remedy without prescribing solutions)?	Yes	Yes	Yes	Yes	Yes

#REF! **REVOCATION AND RENEWAL DECISION MAKING**

#REF!	Renewal Decisions Based on Merit and Inclusive Evidence	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
#REF!		2013-14		2014-15		2015-16
#REF!	Base the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract?	Yes	Yes	Yes	Yes	Yes

#REF!	Cumulative Report and Renewal Application	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
#REF!		2013-14		2014-15		2015-16
#REF!	Provide to your school, in advance of the renewal decision, a cumulative performance report that: - Summarizes your school's performance record over the charter term, and - States the authorizer's summative findings concerning your school's performance and its prospects for renewal?	Yes	Yes	Yes	Yes	Yes
#REF!	Provide your school a meaningful opportunity and reasonable time within the renewal process to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding your performance?	Yes	Yes	Yes	Yes	Yes

#REF!	Fair, Transparent Process	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
#REF!		2013-14		2014-15		2015-16
#REF!	Clearly communicate to your schools the criteria for charter revocation, renewal, and non-renewal decisions that are consistent with the charter contract?	Yes	Yes	Yes	Yes	Yes
#REF!	Regularly update and publish the process for renewal decision making, including guidance regarding required content and format for renewal applications?	Yes	Yes	Yes	Yes	Yes

#REF!	Closure	Enter Yes, No, or Not Applicable				
#REF!	Does your authorizer...	Local District	State	Local District	State	Local District
#REF!		2013-14		2014-15		2015-16
#REF!	In the event of a school closure, oversee and work with your school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law?	Yes	Yes	Yes	Yes	Yes
#REF!	In the event of a school closure, oversee and work with your school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law?	Yes	Not Applicable	Yes	Not Applicable	Yes

#REF! **You have reached the end of Tab 9: Authorizer Evaluation**

#REF! **You have therefore finished the your 2016 Charter School Annual Report Form.**

#REF! **THANK YOU!**

EXHIBIT 6

Governance Board Governance Training Plan

Destiny Achievers Academy of Excellence Governance Board Training Plan

Training Plan for the 2017-18 School Year

New Members are those seated on July 1, 2017 or anytime thereafter during the 2017-18 school year. They are required to complete a total of 15 hours of governance board training during the 2017-18 school-year.

The 15 hours will include a minimum of 3 hours of whole board governance team training (face-to-face) on best practices in charter school governance, 3 hours of charter finance and budgeting. Remaining hours will be based on identified needs, which are to be determined by using the SBOE Standards for Effective Governance of Georgia Nonprofit Charter School Governing Boards.

The following individuals comprise the Governance Board for DAAOE and they are each required to each complete 15 hours of training:

1. Will Dixon
2. Roshelle Hudson
3. Dr. Betty Jones
4. Leroy King
5. Llona Speed
6. Marie Watson
7. Reginald Johnson
8. Dr. Farrell L. Young
9. Robin Stewart

All board members will participate in the following:

Best Practices, constitutional and statutory requirements and applicable statutes, rules, and regulations (3 hours required)

- Succession planning webinar
- Ethical issues in charter school governance webinar
- Vendor/Management company contract monitoring webinar

Whole Board Governance Team Training (3 hours required)

- Whole team training
- Open meetings/open records
- Effective committees
- Best practices for charter boards
- Fiduciary duty charter renewal

Destiny Achievers Academy of Excellence Governance Board Training Plan

Charter School Finance and Budgeting Training (3 hours required)

Financial Governance Training (3 hours required)

Topics within the Standards for Effective Governance of Ga Nonprofit Charter School Governing Boards (6 hours required)

- Induction, orientation, mentoring of new board members webinar
- Tips for development and monitoring your strategic plan webinar
- Effective leadership oversight webinar
- Annual make up session webinar
- Charter boards as employers webinar
- Leadership oversight webinar

All training will be provided by an authorized provider from the Georgia SBOE's approved provider list.

TRAINING PLAN DURING THE TERM OF THE CHARTER

DAAOE will provide any and all training required by the GaDOE during the renewal term of the charter. New board members shall be assigned a veteran board member as a mentor, and shall plan school visits with the principal to learn more about the school's instructional program, strengths and needs. The governance committee shall prepare a training schedule for board members based on the results of the board's annual review of its strategic plan, the board self-assessment, and its committee structure. The Governance Committee shall organize board training in the form of in-person and online monthly and quarterly workshops/seminars utilizing a GaDOE approved governance training provider. All board members will receive orientation annually and planned workshops/seminars may include, but are not limited to: fund raising, principal evaluation, communication, finance and operations oversight, conducting meetings and Georgia's Sunshine laws, etc. Board members will also have the opportunity to attend the Georgia and/or National Charter Schools Annual Conference.

Prior to the start of each School year (July 1), board members will participate in board orientation to communicate updates for the upcoming School year related to the mission/vision, core values, charter petition goals and objectives, and strategic plan goals and objectives; roles and responsibilities of the Governance Board and its members; best practices for board service related to legal compliance, financial accountability, staff management, communication and advocacy; the school design, instructional program, and student achievement; the Governance Board Digital Handbook; and the financial management practices implemented at the School.

Additionally, to recruit and retain board members, we will: Develop board member profile; Develop a pool of potential board candidates; Recruit prospective board members for interest and fit; Prepare new board members for active participation; Engage board members with the work of the board; conduct

Destiny Achievers Academy of Excellence Governance Board Training Plan

ongoing board development and training; assess the board's performance; rotate board members by enforcing term limits; appreciate board members and celebrate achievements.

The governance committee shall review the list of prequalified governance training consultants listed with the Georgia Department of Education, Charter Schools Division, and select two to three providers for an interview. After the interview, the governance board shall select and contract with a provider for services. The board shall work with the consultant to provide training to board members in the areas described above over the course of the school year. The governance committee shall continue to work with members of the board, committees, and taskforce on recruiting new members by inviting them to attend board and committee meetings, and school visits.

EXHIBIT 7

Charter School Partners Roles and Responsibilities Chart

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

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

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Personnel Decisions	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	✓					
Evaluate the principal or school leader (LKES)	✓					
Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		✓				
Evaluate the teachers (TKES) and all other staff		✓				
Determine whether teacher certification will be required	✓	✓				
Plan professional development for staff		✓				
Financial Decisions and Resource Allocation	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	✓	✓				
Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	✓	✓				
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	✓	✓	✓			
Raise additional funds through fundraising efforts	✓	✓				
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		✓				
Final school budget approval	✓					
Establish financial policies and standard operating procedures	✓					
Maintain a reserve fund	✓					
Determine facility uses	✓	✓				
Ensure sound fiscal management and monitor budget implementation	✓	✓				
Curriculum and Instruction	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post- Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Recommend/Adopt instructional delivery model	✓	✓				
Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	✓	✓				
Recommend/Adopt courses and programs to offer	✓	✓				
Recommend/Adopt textbooks, technology, and instructional materials	✓	✓				
Recommend/Establish additional graduation requirements	✓	✓				
Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	✓	✓				
Recommend/Adopt seat time requirements	✓	✓				
Recommend/Adopt opportunities for student acceleration/remediation	✓	✓				
Create or modify Career Pathway curricula	✓	✓				
Choose dual enrollment options	✓	✓				
Choose credit recovery options	✓	✓				
Utilize online learning platforms (e.g., Georgia Virtual School)		✓				
Establish additional mastery level requirements for performance	✓	✓				
Select additional formative and/or summative assessments to determine student levels of mastery and growth	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Curriculum and Instruction (<i>continued</i>)	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post- Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	✓	✓				
Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		✓				
Establish lesson plan requirements for teachers		✓				
Establish placement and promotion criteria	✓	✓				
Set grading and reporting policies, plans, process, schedules, and formats	✓	✓				
Establishing and Monitoring the Achievement of School Improvement Goals	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post- Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Complete self-assessment based on Georgia School Performance Standards		✓				
Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		✓				
Set a timeline for implementing school improvement timeline	✓	✓				
Set a budget for implementing school improvement timeline	✓	✓				
Recommend/Approve school improvement plan and provide oversight of its implementation	✓	✓				
Hold principal or school leader accountable for school improvement plan implementation and timeline	✓					
Hold faculty and staff accountable for school improvement plan implementation and timeline		✓				
Evaluate success of school improvement plan and recommend/make revisions as needed	✓	✓				
Regularly communicate student and school performance data to all stakeholders		✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

School Operations	Charter School Nonprofit Governing Board	Charter School Management	Local School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks	✓	✓				
Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)		✓				
Establish experience, training, and other matters related to substitute teachers		✓				
Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc.	✓	✓				
Recommend/Approve professional development vendors and resources	✓	✓				
Manage day-to-day human resources		✓				
HR processing, including employment contracts and benefits administration		✓				
Recommend/Select co-curricular and extracurricular activities	✓	✓				
Establish after-school and Saturday programs as needed	✓	✓				
Set enrichment and/or advisory periods as needed		✓				
Establish field trips, including locations and date		✓				
Set class size and student-teacher ratios	✓	✓				
Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)	✓	✓				
Establish school partnerships for school growth	✓	✓				
Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	✓	✓				
Select/Approve vendors aligned with school needs	✓	✓				
Manage transportation decisions, including authority to contract for transportation service	✓	✓				
Select information systems (e.g., Student Information System, financial information systems)	✓	✓				
Manage the facility or facilities that are owned and operated by the school system for use by the charter school	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

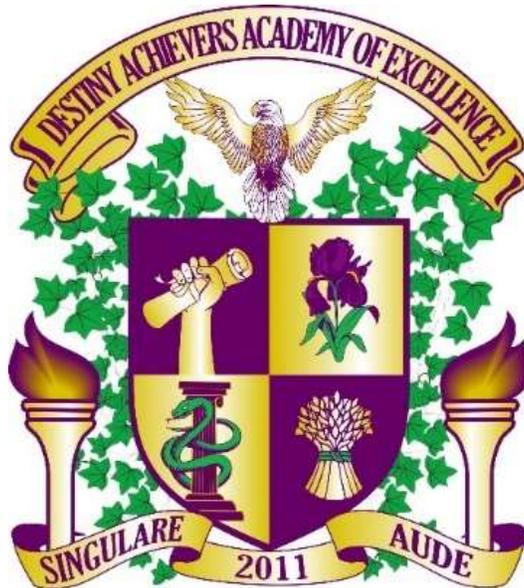
Approve/manage the food service agreement with a vendor or the school system	✓	✓				
Establish school size	✓	✓				
Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	✓	✓				
Establish attendance policies	✓	✓				
Establish student code of conduct and behavior policies, plans, processes, and formats	✓	✓				
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	✓	✓				
Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	✓	✓				

**The LBOE retains its constitutional authority*

EXHIBIT 8

Admissions Application

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
ENROLLMENT APPLICATION
2017-2018**



Please complete the enrollment application in its entirety. Failure to complete the application correctly will result in your application not being processed.

Please submit your completed enrollment application along with the requested documents to the main office. Application submission does not guarantee enrollment.

Thank you for choosing Destiny!

Destiny Achievers Academy of Excellence is committed to equal opportunity and providing a safe and nondiscriminatory educational environment. Therefore, it is our practice to not discriminate on the basis of race, color, national origin, sex, age or disability.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE STUDENT ENROLLMENT CHECKLIST

Please provide the following documents along with the application:

➤ **DeKalb County School District Students**

- Proof of Residence (I.E., Current Utility Bill)
 - Deed or Lease Agreement, Gas Bill, Power Bill, or Water Bill. Phone bills, cable bills, or check stubs are NOT ACCEPTABLE

- School Records from Previous School (in a sealed envelope)
 - Withdrawal Grades (if applicable)
 - Unofficial Transcript
 - Attendance Record
 - Discipline Record

- Parent/Guardian Identification (ie: Driver's License, Military ID, State ID card)

- Proof of Custody or Guardianship

- Special Education Records (Current IEP, SST, 504)

➤ **Students new to DeKalb County School District**

- Birth Certificate

- Social Security Card, or waiver pursuant to O.C.G.A. § 20-2-150(d);

- Certificate of Nutritional Screening and Eye, Ear, and Dental Examination (GA form 3300 – GA-DHR) O.C.G.A. § 20-2-770;

- Certificate of Immunization (GA form 3231 – GA-DHR), waiver, or affidavit of religious conflict; however, immunization may be required in cases when a disease is in epidemic stages pursuant to O.C.G.A. § 20-2-771;

- Proof of Residence (I.E., Current Utility Bill)
 - Deed or Lease Agreement, Gas Bill, Power Bill, or Water Bill. Phone bills, cable bills, or check stubs are NOT ACCEPTABLE

- School Records from Previous School (in a sealed envelope)
 - Withdrawal Grades (if applicable)
 - Unofficial Transcript
 - Attendance Record
 - Discipline Record

- Parent/Guardian Identification (ie: Driver's License, Military ID, State ID card)

- Proof of Custody or Guardianship

- Special Education Records (Current IEP, SST, 504)

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STUDENT & PARENT INFORMATION**

Student Name: _____ **Student ID:** _____

Date of Birth: ____/____/____ **Grade:** _____ **Gender:** M F

Parent/Guardian

<p>Name: _____</p> <p>Relationship: _____</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 1</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 2</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 3</p> <p>_____</p> <p>Address</p> <p>_____</p> <p>City, State, Zip Code</p> <p>_____</p> <p>E-mail Address</p>	<p>Name: _____</p> <p>Relationship: _____</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 1</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 2</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 3</p> <p>_____</p> <p>Address</p> <p>_____</p> <p>City, State, Zip Code</p> <p>_____</p> <p>E-mail Address</p>
--	--

Emergency Contacts

<p>Name: _____</p> <p>Relationship: _____</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 1</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 2</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 3</p> <p>_____</p> <p>E-mail Address</p>	<p>Name: _____</p> <p>Relationship: _____</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 1</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 2</p> <p>(____)_____ <input type="checkbox"/>CELL <input type="checkbox"/>WORK <input type="checkbox"/>HOME Phone Contact 3</p> <p>_____</p> <p>E-mail Address</p>
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Educational Information

All High Schools Attended: _____

Current High School: _____ Last Date Attended: _____

Parent Signature: _____ **Date:** _____

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE STUDENT DRESS CODE

Destiny Achievers Academy of Excellence has a mandatory uniform dress code and a **strict code of conduct**. The uniform is a symbol of unity, pride, and excellence; therefore, the dress and appearance of the student should always be neat and proper. In order for a student to be admitted to school or class, he or she must wear the required uniform daily.

Dressed in proper attire, students are to enter the building report directly to the cafeteria.

The required uniform daily attire is:

- **DAAOE Shirt** (Shirts must be tucked during the school day)
- **Khaki Pants** (4 pockets only with belt – no cargo pants, no jeggings)
- **DAAOE Jacket only**
- **Clear or Mesh Bookbag**

The following items are violations of the dress code and are not permitted.

- Hoodies
- Sagging pants
- Wearing jackets, sweaters, or hooded outerwear not of school logo
- Caps (must not be worn in the building at any time)
- Headbands, bandannas, scarves
- Picks, combs, hair rollers, etc.
- Flip flops, shower shoes, heels higher than 2.5 inches
- Sunglasses

Students that fail to comply to the required uniform will not be allowed to attend class and will have to contact their parent/guardian immediately.

- **1st Violation** – Conference with the student and contact parent.
- **2nd Violation** - Face-to-face parent/guardian conference with the Discipline Coordinator and ISS.
- **3rd Violation** – ISS and student ineligible for certain privileges and possible withdrawal from school.

Parent Signature: _____ **Date** _____

Student Signature: _____ **Date** _____

*The administration reserves the right to modify the dress code for special occasions such as school spirit day, awards ceremony, class presentations, etc.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE STUDENT CELL PHONE POLICY

Use of the following items are **prohibited during the instructional school day:**

- **Cell phones**
- **Ear Phones, MP3, IPODS,** (other technology devices)

Failure or refusal to conform to Cell Phone & Technology Policy:

- **1st violation:** Conference with the student and contact parent
- **2nd violation:** The device will be confiscated until the end of the school day. The parent/guardian will be contacted. Device may only be picked up by a parent/guardian.
- **3rd violation:** The device will be confiscated until the end of the school day. The parent/guardian will be contacted and student will be issued in-school suspension. Device may only be picked up by parent/guardian.
- **4th violation:** The device will be confiscated until the end of the school day. The parent/guardian will be contacted and student will be issued out of school suspension and placed on a contract. Device may only be picked up by parent/guardian.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE INTERNET & TECHNOLOGY POLICY

Use of the internet must be in support of educational instruction and consistent with Destiny's educational goals and objectives. User must abide by all rules and procedures specified and deemed necessary at the site from which access to the internet is made.

Examples of prohibited behaviors include, but are not limited to:

- Sending abusive or threatening text messages or instant messages;
- 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;

Parent Signature: _____ **Date** _____

Student Signature: _____ **Date** _____

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
ATTENDANCE POLICY**

Daily attendance and punctuality is an expectation for all students of Destiny Achievers Academy of Excellence. In the event that a student is not able to meet this expectation, they will be withdrawn from their class when they have exceeded five (5) unexcused absences. Please note that two tardies is equivalent to one absence. Per the Georgia Board of Education and DeKalb County School Board Policy, excused absences are as follows:

1. Personal illness;
 - a. Written documentation from a parent or doctor must be submitted.
2. Death or illness in the immediate family;
 - a. Provide a funeral program or obituary.
3. Religious holidays;
4. Instances where attendance by the student will be hazardous;
5. Tests and physical exams for military service and the National Guard;
6. Students eligible to vote in a public election may be allowed no more than one day for registering to vote or voting in a public election; or
7. A student whose parent or legal guardian serving in the U.S. military may be allowed up to five days per school year to visit with the parent or legal guardian either prior to the parent or legal guardian's deployment or while the parent or guardian is on leave from deployment.

Additionally, students shall be marked present and not counted as absent in the following circumstances:

1. Students serving as pages of the Georgia General Assembly shall be counted as present for days missed from school for such service; and
2. Students in foster care shall be counted present when attending court proceedings relating to their foster care.

A parent/guardian may appeal a withdrawal by obtaining a Reinstatement Form from the Parent Liaison. The Reinstatement Form must be completed and submitted to the Parent Liaison within two days of the withdrawal. The Parent Liaison will then set up a meeting with the parent/guardian and student to determine the outcome of the appeal. Only one Reinstatement Form per class each semester will be granted.

Parent Signature: _____ **Date** _____

Student Signature: _____ **Date** _____

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STUDENT HEALTH INFORMATION**

Student's Name: _____ **Student ID:** _____

Date of Birth: ___/___/_____ **Grade:** _____ **Gender:** M F

Please check any of the following that applies to the student:

Illness/Conditions:

- None
- ADD
- ADHD
- Anemia
- Asthma
- Bladder Problems
- Cancer
- Diabetes
- Depression
- Eating Disorder
- Headaches
- Hearing Loss
- Heart Problems
- Nosebleeds (frequent)
- Kidney Problems
- Physical Handicaps
- Seizures
- Other _____

Allergies:

Y N

If yes, please list below:

Routine Prescription Medicine:

***A medication form must be completed for all medications administered at school. Prescription medication must have a doctor signed medication form.**

Parent Signature: _____ **Date** _____

THIS INFORMATION IS CONFIDENTIAL.



Media Release Form

I _____, agree to grant DeKalb County School District and its assigns the right to use photo and/or video images and sound for use as news and/or educational programs including but not limited to videos that promote civic responsibility in whole or in part for any currently known media or media to be developed.

I agree to release the DeKalb County School District from any and all claims, damages, liabilities and costs I now or might have regarding my appearance in association with news stories and/or educational programs.

I hereby release all rights that I, my heirs, or assigns might have now or in the future to all or part of the said production, including but not limited to the publishing, printing, development, editing, and use in newspapers and other forms of print media, broadcasting, cablecasting, webcasting, podcasting, video on demand, or any other public or private presentation or screening purposes by the DeKalb County School District or its assigns.

I knowingly and willingly waive any and all rights or entitlements, including payments for my appearance or for the subsequent distribution of the products related to this program.

Signature

Date

Parent or Guardian Signature (if you are a minor)

Date

DeKalb County School Representative

Date

Watch: [CH 24 on Comcast \(DeKalb\)](#)
or www.pds24.tv

"The School Cannot Live Apart From The Community"
www.dekalb.k12.ga.us

EXHIBIT 9

Enrollment Policy

Destiny Achievers Academy of Excellence Enrollment Policies and Procedures

DAAOE utilizes the enrollment priorities pursuant to O.C.G.A § 20-2- 2066(a)(1). Enrollment preference will be given to applicants in order of priority: (i) a sibling of a student enrolled in the School; (ii) a sibling enrolled in another local school designated in the charter; (iii) a student whose parent or guardian is a member of the Governance Board of the charter school or is a full-time teacher, professional or other employee at the charter school; and (iv) a student matriculating from a local school designated in the charter. DAAOE conducts school-wide re-enrollment for each school year.

General Admission Requirements include providing: proof of 8th grade completion from an accredited institution or home school, and transcripts from accredited institutions which student previously attended. The School's admission counselors will guide each student through the registration and enrollment process and will provide a complete overview of all programs so that future students understand their options. To assist with gathering student documentation, DAAOE provides the following tools: Credit Transfer Request Form, Transcript Request Form, and Home School Policy.

- Student re-enrollment is held from 8 weeks prior to the start of each semester. During this time, the School will also accept enrollment applications from students in order of the enrollment preferences listed above.
- At the close of the re-enrollment process, the School will verify that all information provided is accurate and confirm each student's enrollment within seven days.
- The School then determines the number of unfilled seats it has open in each group level and announces open enrollment for those seats. Open enrollment occurs during the first two weeks of March and is open to all residents of DeKalb County, including students on the School's waiting list.
- At the close of the open enrollment period:
 - The School will verify each student's registration information and determine the number of students registered at each grade level within seven days of the close of open enrollment.
 - If there are more student registrations than open seats in any group level, then the School will hold a lottery for those open seats.
- If a lottery is not held then the students, whose registration information has been verified, will be invited to complete an enrollment application and turn it in to the School within two weeks. Following this two-week period, the School will accept applications for open seats on a first-come, first-serve basis until all seats are filled. After all seats are filled, a new waiting list will be created.
- If a lottery is held, and the students selected in the lottery who do not complete their enrollment application within a two week period after their selection, they will forfeit their seat and students on the wait list will be invited to enroll.
- Students will be considered enrolled at the School upon receipt of the enrollment application with all supporting documents. The School will provide confirmation to students and their families, including an electronic copy of the charter agreement.

The following documents are required along with the completed enrollment application for students to enroll at the School: (1) official birth certificate; (2) proof of residence of parent or legal guardian; (3) child's immunization records and health screening (Forms 3231 and 3300); (4) student's records from previous school (report card, school withdrawal form, discipline record); (5) proof of legal guardianship/independent student; (6) home language survey; and (7) IEP (for students with disabilities only). The student's social security number on the enrollment application is optional. Students will be able to withdraw from DAAOE at any point in time and return to their locally zoned public school or any other school to which they can gain admission. Upon notification of student withdrawal, DAAOE will immediately notify the appropriate local school district in which the student is zoned.

A parent, guardian, grandparent, or other person having control or charge of a student has the authority to withdraw a child from school in compliance with O.C.G.A. § 20-2-780. Such individuals, who desire to withdraw or transfer their student from DAAOE, may do so at any time, without penalty, by completing a Student Withdrawal Form at the school, in accordance with SBOE Policy 160-5-1-.28. Additionally, and as required by SBOE Policy 160-5-1-.28, when a parent, guardian, or other person withdraws a student, the School shall provide proof of the student's enrollment in another school, other LEA, private school, or home study program in order to code the reason for withdrawal.

This process will be followed to document both the withdrawal and the reason for the withdrawal. The School will follow the student withdrawal guidelines of SBOE Policy 160-5-1-.28 for individual situations contained therein. The School will complete the withdrawal process using Infinite Campus and, within 24 hours, provide to the parents/guardians with the necessary documents for registering or transferring their child to another school.

For any grade level that has more confirmed registrations than available seats, a lottery has to be held so that each child will have an equal opportunity of being picked to attend the School. After the lottery is held for available seats, each additional name drawn in the lottery system will be assigned, per grade level, to an ordered waiting list. If a student from the lottery results list does not enroll (within the time allowed) or chooses not to attend the School, the first person on the ordered waiting list will be given the opportunity to register. The waiting list will be in effect for that school year only.

The School's registration, admission and lottery policies and procedures will be written and disseminated to all school and community stakeholders. If the School did not receive more confirmed registrations than available seats then, registration will continue on a first-come, first-serve basis until enrollment capacity is reached by grade level. At that time, a waiting list will be started by grade level and will be in effect for that school year only.

If a lottery is conducted, there will be a committee consisting of an administrator, a parent representative, and the public notary to certify the lottery results. The lottery will be open to the public and the names of students by grade level will be randomly drawn from the lottery pool. The school will not need to conduct a lottery if the number of applications received does not exceed the spaces available.

EXHIBIT 10

School Annual Calendar



4 Independence Day
31 Pre-Planning Days

JULY 2017						
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 2018						
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			

1-4 Winter Break
5 Post/Pre-Planning Day
8 First Day of 2nd Semester
15 Martin L. King Day

1-4 Pre-Planning Days
7 First Day of School

AUGUST 2017						
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 2018						
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			

16 February Break
Inclement Weather Day
19 Presidents' Day

4 Labor Day

SEPTEMBER 2017						
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 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

9 Virtual School Day
12 Student/Teacher Holiday

4-6 Fall Break
9 Columbus Day

OCTOBER 2017						
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 2018						
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					

2-6 Spring Break

7 Virtual School Day
17 Early Release Day
20-24 Thanksgiving Break

NOVEMBER 2017						
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 2018						
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		

24 Last Day of School
23-24 Early Release Day
25 Post-Planning Day
28 Memorial Day

20 Last Day of 1st Semester
19-20 Early Release Day
21-29 Winter Break

DECEMBER 2017						
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						

88 Days

JUNE 2018						
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

90 Days

- Teacher's Workday/ Professional Development Day (Students Do Not Report)
- Schools Closed
- First and Last Day of Semester
- Inclement Weather Day (Schools Closed Unless Make-up Day Is Needed)



Class Schedule

Breakfast: 8:00am- 8:15am

1st Period: 8:20am – 9:15am

2nd Period: 9:20am – 10:15am

3rd Period: 10:20am -11:15am

Advisory: 11:20am – 12:00pm
(10 minutes for Announcements and School Creed)

4th Period: 12:05 pm – 1:30pm

A Lunch: 12:05pm – 12:30pm Class: 12:35pm - 1:30pm	Class: 12:05pm -12:33pm B Lunch: 12:35pm -1:00pm Class 1:03pm – 1:30pm	Class: 12:05pm - 1:05pm C Lunch: 1:05pm - 1:30pm
--	---	--

5th Period: 1:35pm -2:30pm

6th Period: 2:35pm – 3:30pm





Extended Day Class Schedule

7th Period: 4:35pm – 5:30pm

8th Period: 5:35pm – 6:30pm

9th Period: 6:35pm – 7:30pm

The class schedule may be altered to maximize student achievement and success.

EXHIBIT 11

Scope and Sequence For Course/Grade Level

COURSES SCOPE AND SEQUENCE

Students must acquire 24 units in the below courses to graduate from Destiny. The below courses are offered in sequence if schedule permits. Due to the majority of our students being deficient in credits, courses may be taken out of sequence to meet the needs and graduation requirements of our students.

CREDIT TYPE	COURSE 1	COURSE 2	COURSE 3	COURSE 4	CURRENT COURSES	UNITS REQUIRED	COURSES NEEDED
ENGLISH	9 th Grade Literature & Composition	World Literature/10 th Grade Literature	American Literature & Composition	British Literature & Composition		4	
MATH	Coordinate Algebra	Analytic Geometry	Advanced Algebra	~Pre-Calculus Or 4 th Adv Math		4	
SCIENCE	Biology	Physical Science	Chemistry	*Environmental Science or Physics or Lab Science		4	
SOCIAL STUDIES	American Gov't /Civics	World History	US History	^Economics		4	
	-World Geography						
WORLD LANGUAGES	^Course I	^Course II				2	
PHYSICAL EDUCATION/ HEALTH	Personal Fitness	*Physical Education Course				2	
	Health						
CAREER TECHNOLOGY (CTAE)	Course 1 (Courses vary depending on pathway)	Course 2 (Courses vary depending on pathway)	Course 3 (Courses vary depending on pathway)			3	
OR							
HUMANITIES	Course 1 (Courses vary depending on pathway)	Course 2 (Courses vary depending on pathway)	Course 3 (Courses vary depending on pathway)			3	
OTHER/ELECTIVE	Course 1					1	
*TOTAL						24	

- ~ Advanced Mathematical Decision Making is the course offered at DAAOE.
 * Environmental Science is the course offered at DAAOE.
 ** Physical Education II is the course offered at DAAOE.
 ^ Spanish I and II are the courses offered at DAAOE.
 - The Financial Services pathway is offered for CTAE at DAAOE. The three courses in the pathway are Introduction to Business & Technology, Financial Literacy, and Banking, Investments, and Insurance.
 - The Journalism pathway is offered for Humanities at DAAOE. The three courses offered in the pathway are Journalism I, II and III.

Additional courses are offered through Destiny Online Academy.

**GEORGIA STANDARDS OF EXCELLENCE
ENGLISH LANGUAGE ARTS**

NINTH GRADE CURRICULUM MAP

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Focus: Literary	Focus: Informational	Focus: Literary	Focus: Informational
1 extended text from American or world literature 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended informational text from U.S. or world history 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended text from American or world literature 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended informational text from U.S. or world history 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10
Writing	Writing	Writing	Writing
Focus: Argumentative	Focus: Informative/Explanatory	Focus: Informative/Explanatory	Focus: Argumentative
4-6 analyses Argumentative ELAGSE9-10W1, 4, 5, 6, 10	4-6 analyses Informative/explanatory ELAGSE9-10W2, 4, 5, 6, 10	4-6 analyses Informative/explanatory ELAGSE9-10W2, 4, 5, 6, 10	4-6 analyses Argumentative ELAGSE9-10W1, 4, 5, 6, 10
Research connection	Research connection	Research connection	Research connection
Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10	Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10	Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10	Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10
1-2 narratives	1-2 narratives	1-2 narratives	1-2 narratives
Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10	Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10	Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10	Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10
Routine writing	Routine writing	Routine writing	Routine writing
Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10

Language

*Study and apply grammar
Use and understand both general academic and domain-specific vocabulary*
ELAGSE9-10L1-6

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING



Speaking and Listening

Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components
ELAGSE9-10SL1-6

**The focus on literature from America and around the world and seminal documents from U.S. and world history are intended to provide a strong foundation for students moving into these content concentrations as they progress through high school. World, Multicultural, American, and British Literature(s) all exist as separate courses in addition to receiving some focus in specific grades.*

**GEORGIA STANDARDS OF EXCELLENCE
ENGLISH LANGUAGE ARTS**

TENTH GRADE CURRICULUM MAP

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Focus: Literary	Focus: Informational	Focus: Literary	Focus: Informational
1 extended text from American or world literature 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended informational text from U.S. or world history 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended text from American or world literature 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10	1 extended informational text from U.S. or world history 7 thematically connected short texts: 4 short texts from American and world literature 3 short informational texts including primary and secondary source documents from U.S. and world history* ELAGSE9-10RL1-10 ELAGSE9-10RI 1-10
Writing	Writing	Writing	Writing
Focus: Argumentative	Focus: Informative/Explanatory	Focus: Informative/Explanatory	Focus: Argumentative
4-6 analyses Argumentative ELAGSE9-10W1, 4, 5, 6, 10	4-6 analyses Informative/explanatory ELAGSE9-10W2, 4, 5, 6, 10	4-6 analyses Informative/explanatory ELAGSE9-10W2, 4, 5, 6, 10	4-6 analyses Argumentative ELAGSE9-10W1, 4, 5, 6, 10
Research connection Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE9-10W7, 8, 10
1-2 narratives Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10	1-2 narratives Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10	1-2 narratives Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10	1-2 narratives Conveying experiences ELAGSE9-10W3, 4, 5, 6, 10
Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE9-10W1, 2, 3, 9, 10

Language

*Study and apply grammar
Use and understand both general academic and domain-specific vocabulary*
ELAGSE9-10L1-6

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING



Speaking and Listening

Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components
ELAGSE9-10SL1-6

**The focus on literature from America and around the world and seminal documents from U.S. and world history are intended to provide a strong foundation for students moving into these content concentrations as they progress through high school. World, Multicultural, American, and British Literature(s) all exist as separate courses in addition to receiving some focus in specific grades.*

**GEORGIA STANDARDS OF EXCELLENCE
ENGLISH LANGUAGE ARTS**

AMERICAN LITERATURE CURRICULUM MAP

First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Focus: Literary	Focus: Informational	Focus: Literary	Focus: Informational
1 extended text from American literature 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELAGSE11-12RL1-10, ELAGSE11-12RI 1-10	1 extended informational text from U.S. history 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELAGSE11-12RL1-10, ELAGSE11-12RI 1-10	1 extended text from American literature 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELAGSE11-12RL1-10, ELAGSE11-12RI 1-10	1 extended informational text from U.S. history 7 thematically connected short texts: 4 short texts from American literature 3 short informational texts including primary and secondary source documents from U.S. history ELAGSE11-12RL1-10, ELAGSE11-12RI 1-10
Writing	Writing	Writing	Writing
Focus: Argumentative	Focus: Informative/Explanatory	Focus: Informative/Explanatory	Focus: Argumentative
4-6 analyses Argumentative ELAGSE11-12W1, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELAGSE11-12W2, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELAGSE11-12W2, 4, 5, 6, 10	4-6 analyses Argumentative ELAGSE11-12W1, 4, 5, 6, 10
Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10
2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10
Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language

*Study and apply grammar
Use and understand both general academic and domain-specific vocabulary*

ELAGSE11-12L1-6

Speaking and Listening

Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components

ELAGSE11-12SL1-6

**GEORGIA STANDARDS OF EXCELLENCE
ENGLISH LANGUAGE ARTS**

BRITISH LITERATURE CURRICULUM MAP			
First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Reading	Reading	Reading	Reading
Focus: Literary	Focus: Informational	Focus: Literary	Focus: Informational
1 extended text from British literature 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELAELAGSE11-12RL1-10, ELAGSE11-12RI 1-10	1 extended informational text from British history 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELAGSE11-12RL1-10, ELAGSE11-12RI 1-10	1 extended text from British literature 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELAGSE11-12RL1-10, ELAGSE11-12RI 1-10	1 extended informational text from British history 7 thematically connected short texts: 4 short texts from British literature 3 short informational texts including primary and secondary source documents from British history ELAGSE11-12RL1-10, ELAGSE11-12RI 1-10
Writing	Writing	Writing	Writing
Focus: Argumentative	Focus: Informative/Explanatory	Focus: Informative/Explanatory	Focus: Argumentative
4-6 analyses Argumentative ELAGSE11-12W1, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELAGSE11-12W2, 4, 5, 6, 10	4-6 analyses Informative/Explanatory ELAGSE11-12W2, 4, 5, 6, 10	4-6 analyses Argumentative ELAGSE11-12W1, 4, 5, 6, 10
Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10	Research connection Brief or sustained inquiries related to the texts or topics ELAGSE11-12W7, 8, 10
2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10	2-3 narratives Conveying experiences ELAGSE11-12W3, 4, 5, 6, 10
Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10	Routine writing Notes, summaries, process journals, and short responses across all genres ELAGSE11-12W1, 2, 3, 9, 10

EVIDENCE FROM OR REFERENCE TO TEXTS SHOULD BE INCLUDED IN ALL WRITING

Language

*Study and apply grammar
Use and understand both general academic and domain-specific vocabulary*
ELAGSE11-12L1-6

Speaking and Listening

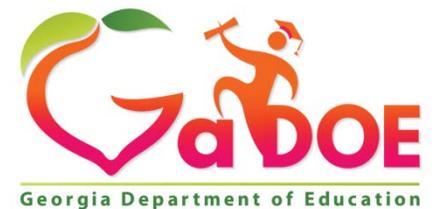
Engage in collaborative discussions; present findings; evaluate a speaker's claims, rhetoric, and strategy; incorporate multimedia components
ELAGSE11-12SL1-6

Georgia Standards of Excellence Curriculum Map



Mathematics

GSE Coordinate Algebra



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

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GSE Coordinate Algebra Curriculum Map

1 st Semester			2 nd Semester		
Unit 1 <i>(4 – 5 weeks)</i>	Unit 2 <i>(4 – 5 weeks)</i>	Unit 3 <i>(6 – 7 weeks)</i>	Unit 4 <i>(5 – 6 weeks)</i>	Unit 5 <i>(4 – 5 weeks)</i>	Unit 6 <i>(4 – 5 weeks)</i>
Relationships Between Quantities	Reasoning with Equations and Inequalities	Linear and Exponential Functions	Describing Data	Transformations in the Coordinate Plane	Connecting Algebra and Geometry Through Coordinates
MGSE9-12.N.Q.1 MGSE9-12.N.Q.2 MGSE9-12.N.Q.3 MGSE9-12.A.SSE.1 MGSE9-12.A.SSE.1a MGSE9-12.A.SSE.1b MGSE9-12.A.CED.1 MGSE9-12.A.CED.2 MGSE9-12.A.CED.3 MGSE9-12.A.CED.4	MGSE9-12.A.REI.1 MGSE9-12.A.REI.3 MGSE9-12.A.REI.5 MGSE9-12.A.REI.6 MGSE9-12.A.REI.12	MGSE9-12.A.REI.10 MGSE9-12.A.REI.11 MGSE9-12.F.IF.1 MGSE9-12.F.IF.2 MGSE9-12.F.IF.3 MGSE9-12.F.IF.4 MGSE9-12.F.IF.5 MGSE9-12.F.IF.6 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7a MGSE9-12.F.IF.e MGSE9-12.F.IF.9 MGSE9-12.F.BF.1 MGSE9-12.F.BF.1a MGSE9-12.F.BF.2 MGSE9-12.F.BF.3 MGSE9-12.F.LE.1 MGSE9-12.F.LE.1a MGSE9-12.F.LE.1b MGSE9-12.F.LE.1c MGSE9-12.F.LE.2 MGSE9-12.F.LE.3 MGSE9-12.F.LE.5	MGSE9-12.S.ID.1 MGSE9-12.S.ID.2 MGSE9-12.S.ID.3 MGSE9-12.S.ID.5 MGSE9-12.S.ID.6 MGSE9-12.S.ID.6a MGSE9-12.S.ID.6c MGSE9-12.S.ID.7 MGSE9-12.S.ID.8 MGSE9-12.S.ID.9	MGSE9-12.G.CO.1 MGSE9-12.G.CO.2 MGSE9-12.G.CO.3 MGSE9-12.G.CO.4 MGSE9-12.G.CO.5	MGSE9-12.G.GPE.4 MGSE9-12.G.GPE.5 MGSE9-12.G.GPE.6 MGSE9-12.G.GPE.7

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.
 All units will include the Mathematical Practices and indicate skills to maintain.

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grade 9-12 Key:

Number and Quantity Strand: RN = The Real Number System, Q = Quantities, CN = Complex Number System, VM = Vector and Matrix Quantities

Algebra Strand: SSE = Seeing Structure in Expressions, APR = Arithmetic with Polynomial and Rational Expressions, CED = Creating Equations, REI = Reasoning with Equations and Inequalities

Functions Strand: IF = Interpreting Functions, LE = Linear and Exponential Models, BF = Building Functions, TF = Trigonometric Functions

Geometry Strand: CO = Congruence, SRT = Similarity, Right Triangles, and Trigonometry, C = Circles, GPE = Expressing Geometric Properties with Equations, GMD = Geometric Measurement and Dimension,

MG = Modeling with Geometry

Statistics and Probability Strand: ID = Interpreting Categorical and Quantitative Data, IC = Making Inferences and Justifying Conclusions, CP = Conditional Probability and the Rules of Probability, MD = Using Probability to Make Decisions

Georgia Standards of Excellence Coordinate Algebra Curriculum Map Rationale

Unit 1: Building on standards from middle school, students will use quantities to model and analyze situations, use quantities to interpret expressions, and use quantities to create equations and inequalities to describe situations. In solving real-world problems, students will have the opportunity to recognize and represent constraints that may limit solutions with equations or inequalities, and with systems of equations and/or inequalities. Students will rearrange formulas to highlight a quantity of interest.

Unit 2: Building on standards from middle school, students will analyze and explain the process of solving a linear equation, solve linear equations and inequalities in one variable, analyze and explain the process of solving a system of linear equations in two variables, solve a system of linear equations in two variables, and graph the solution set to a linear inequality in two variables.

Unit 3: Students will analyze, compare, and contrast linear and exponential functions. Students will investigate key features of graphs, and create, solve, and graphically model linear and exponential functions. Students will recognize arithmetic sequences as linear functions and recognize geometric functions as exponential functions. Students will distinguish between real-world situations that can modeled with linear functions and with exponential functions.

Unit 4: Students will summarize, represent, and interpret data on a single count or measurement variable. Students will summarize, represent, and interpret data on two categorical and quantitative variables. Students will interpret linear models.

Unit 5: Building on standards from middle school, students will perform transformations in the coordinate plane, describe a sequence of transformations that will map one figure onto another, and describe transformations that will map a figure onto itself. Students will compare transformations that preserve distance and angle to those that do not.

Unit 6: Students will use the concepts of distance, midpoint, and slope to verify algebraically geometric relationships of figures in the coordinate plane (triangles and quadrilaterals). Students will solve problems involving parallel and perpendicular lines, perimeters and areas of polygons, and the partitioning of a segment in a given ratio.

GSE Coordinate Algebra Expanded Curriculum Map – 1st Semester

Standards for Mathematical Practice

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.

- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

1st Semester

Unit 1	Unit 2	Unit 3
Relationships Between Quantities	Reasoning with Equations and Inequalities	Linear and Exponential Functions
<p><u>Reason quantitatively and use units to solve problems</u> MGSE9-12.N.Q.1 Use units of measure (linear, area, capacity, rates, and time) as a way to understand problems:</p> <ul style="list-style-type: none"> a. Identify, use, and record appropriate units of measure within context, within data displays, and on graphs; b. Convert units and rates using dimensional analysis (English-to-English and Metric-to-Metric without conversion factor provided and between English and Metric with conversion factor); c. Use units within multi-step problems and formulas; interpret units of input and resulting units of output. <p>MGSE9-12.N.Q.2 Define appropriate quantities for the purpose of descriptive modeling. Given a situation, context, or problem, students will determine, identify, and use appropriate quantities for representing the situation.</p> <p>MGSE9-12.N.Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <i>For example, money situations are generally reported to the nearest cent (hundredth). Also, an answers' precision is limited to the precision of the data given.</i></p> <p><u>Interpret the structure of expressions</u> MGSE9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context. MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients. MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors.</p> <p><u>Create equations that describe numbers or relationships</u> MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions (integer inputs only). MGSE9-12.A.CED.2 Create linear and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. . (The phrase “in two or more variables” refers to</p>	<p><u>Understand solving equations as a process of reasoning and explain the reasoning</u> MGSE9-12.A.REI.1 Using algebraic properties and the properties of real numbers, justify the steps of a simple, one-solution equation. Students should justify their own steps, or if given two or more steps of an equation, explain the progression from one step to the next using properties.</p> <p><u>Solve equations and inequalities in one variable</u> MGSE9-12.A.REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. <i>For example, given $ax + 3 = 7$, solve for x.</i></p> <p><u>Solve systems of equations</u> MGSE9-12.A.REI.5 Show and explain why the elimination method works to solve a system of two-variable equations. MGSE9-12.A.REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p><u>Represent and solve equations and inequalities graphically</u> MGSE9-12.A.REI.12 Graph the solution set to a linear inequality in two variables.</p>	<p><u>Represent and solve equations and inequalities graphically</u> MGSE9-12.A.REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. MGSE9-12.A.REI.11 Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x-value where the y-values of $f(x)$ and $g(x)$ are the same.</p> <p><u>Understand the concept of a function and use function notation</u> MGSE9-12.F.IF.1 Understand that a function from one set (the input, called the domain) to another set (the output, called the range) assigns to each element of the domain exactly one element of the range, i.e. each input value maps to exactly one output value. If f is a function, x is the input (an element of its domain), and $f(x)$ is the output (an element of the range). Graphically, the graph is $y = f(x)$. MGSE9-12.F.IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. MGSE9-12.F.IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (Generally, the scope of high school math defines this subset as the set of natural numbers 1, 2, 3, 4, ...) By graphing or calculating terms, students should be able to show how the recursive sequence $a_1 = 7, a_n = a_{n-1} + 2$; the sequence $s_n = 2(n - 1) + 7$; and the function $f(x) = 2x + 5$ (when x is a natural number) all define the same sequence.</p> <p><u>Interpret functions that arise in applications in terms of the context</u> MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p>

formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)

MGSE9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.

MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *Examples: Rearrange Ohm's law $V = IR$ to highlight resistance R ; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r .*

MGSE9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

MGSE9-12.F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Analyze functions using different representations

MGSE9-12.F.IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology.

MGSE9-12.F.IF.7a Graph linear and quadratic functions and show intercepts, maxima, and minima (as determined by the function or by context).

MGSE9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one function and an algebraic expression for another, say which has the larger maximum.*

Build a function that models a relationship between two quantities

MGSE9-12.F.BF.1 Write a function that describes a relationship between two quantities.

MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context. *For example, if Jimmy starts out with \$15 and earns \$2 a day, the explicit expression " $2x+15$ " can be described recursively (either in writing or verbally) as "to find out how much money Jimmy will have tomorrow, you add \$2 to his total today."*

$$J_n = J_{n-1} + 2, J_0 = 15.$$

MGSE9-12.F.BF.2 Write arithmetic and geometric sequences recursively and explicitly, use them to model situations, and translate between the two forms. Connect arithmetic sequences to linear functions and geometric sequences to exponential functions.

Build new functions from existing functions

MGSE9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. ~~Include recognizing even and odd functions from their graphs and algebraic expressions for them.~~

		<p><u>Construct and compare linear, quadratic, and exponential models and solve problems</u></p> <p>MGSE9-12.F.LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</p> <p>MGSE9-12.F.LE.1a Show that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals. (This can be shown by algebraic proof, with a table showing differences, or by calculating average rates of change over equal intervals).</p> <p>MGSE9-12.F.LE.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.</p> <p>MGSE9-12.F.LE.1c Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p> <p>MGSE9-12.F.LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p> <p>MGSE9-12.F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p> <p><u>Interpret expressions for functions in terms of the situation they model</u></p> <p>MGSE9-12.F.LE.5 Interpret the parameters in a linear ($f(x) = mx + b$) and exponential ($f(x) = a \cdot d^x$) function in terms of a context. (In the functions above, “m” and “b” are the parameters of the linear function, and “a” and “d” are the parameters of the exponential function.) In context, students should describe what these parameters mean in terms of change and starting value.</p>
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GSE Coordinate Algebra Expanded Curriculum Map – 2nd Semester

Standards for Mathematical Practice

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.

- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

2nd Semester

Unit 4	Unit 5	Unit 6
Describing Data	Transformations in the Coordinate Plane	Connecting Algebra and Geometry Through Coordinates
<p><u>Summarize, represent, and interpret data on a single count or measurement variable</u> MGSE9-12.S.ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). MGSE9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation, standard deviation) of two or more different data sets. MGSE9-12.S.ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). <u>Summarize, represent, and interpret data on two categorical and quantitative variables</u> MGSE9-12.S.ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. MGSE9-12.S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context. Emphasize linear, quadratic, and exponential models. MGSE9-12.S.ID.6c Using given or collected bivariate data, fit a linear function for a scatter plot that suggests a linear association. <u>Interpret linear models</u> MGSE9-12.S.ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. MGSE9-12.S.ID.8 Compute (using technology) and interpret the correlation coefficient “r” of a linear fit. (For instance, by looking at a scatterplot, students should be able to tell if the</p>	<p><u>Experiment with transformations in the plane</u> MGSE9-12.G.CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. MGSE9-12.G.CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). MGSE9-12.G.CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. MGSE9-12.G.CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. MGSE9-12.G.CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.</p>	<p><u>Use coordinates to prove simple geometric theorems algebraically</u> MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, $\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).</i> (Focus on quadrilaterals, right triangles, and circles.) MGSE9-12.G.GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). MGSE9-12.G.GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio. MGSE9-12.G.GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.</p>

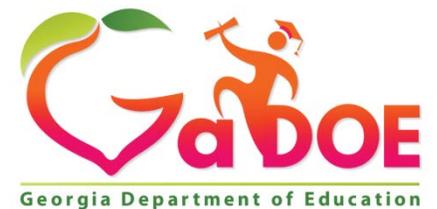
<p>correlation coefficient is positive or negative and give a reasonable estimate of the “r” value.) After calculating the line of best fit using technology, students should be able to describe how strong the goodness of fit of the regression is, using “r.”</p> <p>MGSE9-12.S.ID.9 Distinguish between correlation and causation.</p>		

Georgia Standards of Excellence Curriculum Map



Mathematics

GSE Analytic Geometry



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

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GSE Analytic Geometry Curriculum Map

1 st Semester				2 nd Semester		
Unit 1 (6 – 7 weeks)	Unit 2 (2 – 3 weeks)	Unit 3 (4 – 5 weeks)	Unit 4 (2 – 3 weeks)	Unit 5 (7 – 8 weeks)	Unit 6 (4 – 5 weeks)	Unit 7 (4 – 5 weeks)
Similarity, Congruence, and Proofs	Right Triangle Trigonometry	Circles and Volume	Extending the Number System	Quadratic Functions	Geometric and Algebraic Connections	Applications of Probability
MGSE9-12.G.SRT.1 MGSE9-12.G.SRT.2 MGSE9-12.G.SRT.3 MGSE9-12.G.SRT.4 MGSE9-12.G.SRT.5 MGSE9-12.G.CO.6 MGSE9-12.G.CO.7 MGSE9-12.G.CO.8 MGSE9-12.G.CO.9 MGSE9-12.G.CO.10 MGSE9-12.G.CO.11 MGSE9-12.G.CO.12 MGSE9-12.G.CO.13 MGSE9-12.G.GPE.4	MGSE9-12.G.SRT.6 MGSE9-12.G.SRT.7 MGSE9-12.G.SRT.8	MGSE9-12.G.C.1 MGSE9-12.G.C.2 MGSE9-12.G.C.3 MGSE9-12.G.C.4 MGSE9-12.G.C.5 MGSE9-12.G.GMD.1 MGSE9-12.G.GMD.2 MGSE9-12.G.GMD.3 MGSE9-12.G.GMD.4	MGSE9-12.N.RN.2 MGSE9-12.N.RN.3 MGSE9-12.A.APR.1	MGSE9-12.A.SSE.1 MGSE9-12.A.SSE.1a MGSE9-12.A.SSE.1b MGSE9-12.A.SSE.2 MGSE9-12.A.SSE.3 MGSE9-12.A.SSE.3a MGSE9-12.A.SSE.3b MGSE9-12.A.CED.1 MGSE9-12.A.CED.2 MGSE9-12.A.CED.4 MGSE9-12.A.REI.4 MGSE9-12.A.REI.4a MGSE9-12.A.REI.4b MGSE9-12.F.IF.4 MGSE9-12.F.IF.5 MGSE9-12.F.IF.6 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7a MGSE9-12.F.IF.8 MGSE9-12.F.IF.8a MGSE9-12.F.IF.9 MGSE9-12.F.BF.1 MGSE9-12.F.BF.1a MGSE9-12.F.BF.3 MGSE9-12.F.LE.3 MGSE9-12.S.ID.6 MGSE9-12.S.ID.6a	MGSE9-12.G.GPE.1 MGSE9-12.G.GPE.4 MGSE9-12.G.MG.1 MGSE9-12.G.MG.2 MGSE9-12.G.MG.3	MGSE9-12.S.CP.1 MGSE9-12.S.CP.2 MGSE9-12.S.CP.3 MGSE9-12.S.CP.4 MGSE9-12.S.CP.5 MGSE9-12.S.CP.6 MGSE9-12.S.CP.7

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.
 All units will include the Mathematical Practices and indicate skills to maintain.

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grade 9-12 Key:

Number and Quantity Strand: RN = The Real Number System, Q = Quantities, CN = Complex Number System, VM = Vector and Matrix Quantities

Algebra Strand: SSE = Seeing Structure in Expressions, APR = Arithmetic with Polynomial and Rational Expressions, CED = Creating Equations, REI = Reasoning with Equations and Inequalities

Functions Strand: IF = Interpreting Functions, LE = Linear and Exponential Models, BF = Building Functions, TF = Trigonometric Functions

Geometry Strand: CO = Congruence, SRT = Similarity, Right Triangles, and Trigonometry, C = Circles, GPE = Expressing Geometric Properties with Equations, GMD = Geometric Measurement and Dimension,
 MG = Modeling with Geometry

Statistics and Probability Strand: ID = Interpreting Categorical and Quantitative Data, IC = Making Inferences and Justifying Conclusions, CP = Conditional Probability and the Rules of Probability, MD = Using Probability to Make Decisions

Georgia Standards of Excellence Analytic Geometry Curriculum Map Rationale

Unit 1: Building on standards from Coordinate Algebra and from middle school, students will use transformations and proportional reasoning to develop a formal understanding of similarity and congruence. Students will identify criteria for similarity and congruence of triangles, develop facility with geometric proofs (variety of formats), and use the concepts of similarity and congruence to prove theorems involving lines, angles, triangles, and other polygons.

Unit 2: Students will apply similarity in right triangles to understand right triangle trigonometry. Students will use the Pythagorean Theorem and the relationship between the sine and cosine of complementary angles to solve problems involving right triangles.

Unit 3: Students will understand and apply theorems about circles, find arc lengths of circles, and find areas of sectors of circles. Students will develop and explain formulas related to circles and the volume of solid figures and use the formulas to solve problems. Building on standards from middle school, students will extend the study of identifying cross-sections of three-dimensional shapes to identifying three-dimensional objects generated by rotations of two-dimensional objects.

Unit 4: Students will address properties of rational and irrational numbers, rewrite expressions involving radicals, and perform operations on polynomials in preparation for working with quadratic functions later in the course.

Unit 5: Students will analyze quadratic functions. Students will investigate key features of graphs, solve quadratic equations by taking the square roots, factoring ($x^2 + bx + c$ AND $ax^2 + bx + c$), completing the square, and using the quadratic formula. Students will compare and contrast graphs in standard, vertex, and intercept forms. Students will only work with real number solutions.

Unit 6: Students will verify algebraically geometric relationships of circles in the coordinate plane. Students will derive the equation of a circle and model real-world objects using geometric shapes and concepts.

Unit 7: Students will understand independence and conditional probability and use them to interpret data. Building on standards from middle school, students will formalize the rules of probability and use the rules to compute probabilities of compound events in a uniform probability model.

GSE Analytic Geometry Expanded Curriculum Map – 1st Semester

Standards for Mathematical Practice

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|--|--|
| <p>1 Make sense of problems and persevere in solving them.</p> <p>2 Reason abstractly and quantitatively.</p> <p>3 Construct viable arguments and critique the reasoning of others.</p> <p>4 Model with mathematics.</p> | <p>5 Use appropriate tools strategically.</p> <p>6 Attend to precision.</p> <p>7 Look for and make use of structure.</p> <p>8 Look for and express regularity in repeated reasoning.</p> |
|--|--|

1st Semester

Unit 1	Unit 2	Unit 3	Unit 4
Similarity, Congruence, and Proofs	Right Triangle Trigonometry	Circles and Volume	Extending the Number System
<p><u>Understand similarity in terms of similarity transformations</u> MGSE9-12.G.SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor.</p> <p>a. The dilation of a line not passing through the center of the dilation results in a parallel line and leaves a line passing through the center unchanged.</p> <p>b. The dilation of a line segment is longer or shorter according to the ratio given by the scale factor.</p> <p>MGSE9-12.G.SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain, using similarity transformations, the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</p> <p>MGSE9-12.G.SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.</p> <p><u>Prove theorems involving similarity</u> MGSE9-12.G.SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, (and its converse); the Pythagorean Theorem using triangle similarity.</p> <p>MGSE9-12.G.SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.</p> <p><u>Understand congruence in terms of rigid motions</u> MGSE9-12.G.CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a</p>	<p><u>Define trigonometric ratios and solve problems involving right triangles</u> MGSE9-12.G.SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.</p> <p>MGSE9-12.G.SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.</p> <p>MGSE9-12.G.SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.</p>	<p><u>Understand and apply theorems about circles</u> MGSE9-12.G.C.1 Understand that all circles are similar.</p> <p>MGSE9-12.G.C.2 Identify and describe relationships among inscribed angles, radii, chords, tangents, and secants. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.</p> <p>MGSE9-12.G.C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.</p> <p>MGSE9-12.G.C.4 Construct a tangent line from a point outside a given circle to the circle.</p> <p><u>Find arc lengths and areas of sectors of circles</u> MGSE9-12.G.C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</p> <p><u>Explain volume formulas and use them to solve problems</u> MGSE9-12.G.GMD.1 Give informal arguments for geometric formulas.</p> <p>a. Give informal arguments for the formulas of the circumference of a circle and area of a circle using dissection arguments and informal limit arguments.</p> <p>b. Give informal arguments for the formula of the volume of a cylinder, pyramid, and</p>	<p><u>Extend the properties of exponents to rational exponents.</u> MGSE9-12.N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. (i.e., simplify and/or use the operations of addition, subtraction, and multiplication, with radicals within expressions limited to square roots).</p> <p><u>Use properties of rational and irrational numbers.</u> MGSE9-12.N.RN.3 Explain why the sum or product of rational numbers is rational; why the sum of a rational number and an irrational number is irrational; and why the product of a nonzero rational number and an irrational number is irrational.</p> <p><u>Perform arithmetic operations on polynomials</u> MGSE9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations.</p>

<p>given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.</p> <p>MGSE9-12.G.CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</p> <p>MGSE9-12.G.CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. (Extend to include HL and AAS.)</p> <p><u>Prove geometric theorems</u></p> <p>MGSE9-12.G.CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.</p> <p>MGSE9-12.G.CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180 degrees; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.</p> <p>MGSE9-12.G.CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.</p> <p><u>Make geometric constructions</u></p> <p>MGSE9-12.G.CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</p> <p>MGSE9-12.G.CO.13 Construct an equilateral triangle, a square, and a regular hexagon, each inscribed in a circle.</p>		<p>cone using Cavalieri's principle.</p> <p>MGSE9-12.G.GMD.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.</p> <p>MGSE9-12.G.GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p> <p><u>Visualize relationships between two-dimensional and three-dimensional objects</u></p> <p>MGSE9-12.G.GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.</p>	
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<p><u>Use coordinates to prove simple geometric theorems algebraically</u> MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, -3) lies on the circle centered at the origin and containing the point (0,2).</i> (Focus on quadrilaterals, right triangles, and circles.)</p>			
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GSE Analytic Geometry Expanded Curriculum Map – 2nd Semester

Standards for Mathematical Practice

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.

- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

2nd Semester

Unit 5	Unit 6	Unit 7
Quadratic Functions	Geometric and Algebraic Connections	Applications of Probability
<p><u>Interpret the structure of expressions</u> MGSE9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context. MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context. MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors. MGSE9-12.A.SSE.2 Use the structure of an expression to rewrite it in different equivalent forms. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. <u>Write expressions in equivalent forms to solve problems</u> MGSE9-12.A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. MGSE9-12.A.SSE.3a Factor any quadratic expression to reveal the zeros of the function defined by the expression. MGSE9-12.A.SSE.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function defined by the expression. <u>Create equations that describe numbers or relationships</u> MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, simple rational, and exponential functions (integer inputs only). MGSE9-12.A.CED.2 Create linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. (The phrase “in two or more variables” refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.) MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. <i>Examples: Rearrange Ohm’s law $V = IR$ to highlight resistance R; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.</i></p>	<p><u>Translate between the geometric description and the equation for a conic section</u> MGSE9-12.G.GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <u>Use coordinates to prove simple geometric theorems algebraically</u> MGSE9-12.G.GPE.4 Use coordinates to prove simple geometric theorems algebraically. <i>For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.</i> (Focus on quadrilaterals, right triangles, and circles.) <u>Apply geometric concepts in modeling situations</u> MGSE9-12.G.MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder). MGSE9-12.G.MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). MGSE9-12.G.MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</p>	<p><u>Understand independence and conditional probability and use them to interpret data</u> MGSE9-12.S.CP.1 Describe categories of events as subsets of a sample space using unions, intersections, or complements of other events (<i>or, and, not</i>). MGSE9-12.S.CP.2 Understand that if two events A and B are independent, the probability of A and B occurring together is the product of their probabilities, and that if the probability of two events A and B occurring together is the product of their probabilities, the two events are independent. MGSE9-12.S.CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$. Interpret independence of A and B in terms of conditional probability; that is, the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. MGSE9-12.S.CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, use collected data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.</i> MGSE9-12.S.CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i> <u>Use the rules of probability to compute probabilities of compound events in a uniform probability model</u> MGSE9-12.S.CP.6 Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in context. MGSE9-12.S.CP.7 Apply the Addition Rule, $P(A \text{ or } B) =$</p>

Solve equations and inequalities in one variable

MGSE9-12.A.REI.4 Solve quadratic equations in one variable.

MGSE9-12.A.REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from $ax^2 + bx + c = 0$.

MGSE9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (limit to real number solutions).

Interpret functions that arise in applications in terms of the context

MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and ~~periodicity~~.

MGSE9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

MGSE9-12.F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.

Analyze functions using different representations

MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.

MGSE9-12.F.IF.7a Graph ~~linear and~~ quadratic functions and show intercepts, maxima, and minima (as determined by the function or by context).

MGSE9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

MGSE9-12.F.IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. *For example, compare and contrast quadratic functions in standard, vertex, and intercept forms.*

MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one function and an algebraic expression for*

$P(A) + P(B) - P(A \text{ and } B)$, and interpret the answers in context.

another, say which has the larger maximum.

Build a function that models a relationship between two quantities

MGSE9-12.F.BF.1 Write a function that describes a relationship between two quantities.

MGSE9-12.F.BF.1a Determine an explicit expression and the recursive process (steps for calculation) from context. *For example, if Jimmy starts out with \$15 and earns \$2 a day, the explicit expression “ $2x+15$ ” can be described recursively (either in writing or verbally) as “to find out how much money Jimmy will have tomorrow, you add \$2 to his total today.”*

$$J_n = J_{n-1} + 2, J_0 = 15$$

Build new functions from existing functions

MGSE9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Construct and compare linear, quadratic, and exponential models and solve problems

MGSE9-12.F.LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Summarize, represent, and interpret data on two categorical and quantitative variables

MGSE9-12.S.ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.

MGSE9-12.S.ID.6a Decide which type of function is most appropriate by observing graphed data, charted data, or by analysis of context to generate a viable (rough) function of best fit. Use this function to solve problems in context.

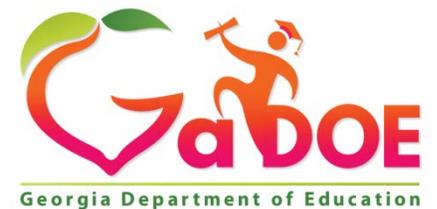
Emphasize ~~linear, quadratic and exponential~~ models.

Georgia Standards of Excellence Curriculum Map



Mathematics

GSE Algebra II/Advanced Algebra



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

GSE Algebra II/Advanced Algebra Curriculum Map

1 st Semester				2 nd Semester		
Unit 1 <i>(3 – 4 weeks)</i>	Unit 2 <i>(3 – 4 weeks)</i>	Unit 3 <i>(4 – 5 weeks)</i>	Unit 4 <i>(5 – 6 weeks)</i>	Unit 5 <i>(4 – 5 weeks)</i>	Unit 6 <i>(4 – 5 weeks)</i>	Unit 7 <i>(3 – 4 weeks)</i>
Quadratics Revisited	Operations With Polynomials	Polynomial Functions	Rational & Radical Relationships	Exponential & Logarithms	Mathematical Modeling	Inferences and Conclusions from Data
MGSE9-12.N.CN.1 MGSE9-12.N.CN.2 MGSE9-12.N.CN.3 MGSE9-12.N.CN.7 MGSE9-12.N.CN.8 MGSE9-12.A.REI.4 MGSE9-12.A.REI.4b MGSE9-12.N.RN.1 MGSE9-12.N.RN.2	MGSE9-12.A.APR.1 MGSE9-12.A.APR.5 MGSE9-12.A.APR.6 MGSE9-12.F.BF.1 MGSE9-12.F.BF.1b MGSE9-12.F.BF.1c MGSE9-12.F.BF.4 MGSE9-12.F.BF.4a MGSE9-12.F.BF.4b MGSE9-12.F.BF.4c	MGSE9-12.N.CN.9 MGSE9-12.A.SSE.1 MGSE9-12.A.SSE.1a MGSE9-12.A.SSE.1b MGSE9-12.A.SSE.2 MGSE9-12.A.APR.2 MGSE9-12.A.APR.3 MGSE9-12.A.APR.4 MGSE9-12.F.IF.4 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7c	MGSE9-12.A.APR.7 MGSE9-12.A.CED.1 MGSE9-12.A.CED.2 MGSE9-12.A.REI.2 MGSE9-12.F.IF.4 MGSE9-12.F.IF.5 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7b MGSE9-12.F.IF.7d	MGSE9-12.A.SSE.3 MGSE9-12.A.SSE.3c MGSE9-12.F.IF.7 MGSE9-12.F.IF.7e MGSE9-12.F.IF.8 MGSE9-12.F.IF.8b MGSE9-12.F.BF.5 MGSE9-12.F.LE.4	MGSE9-12.A.SSE.4 MGSE9-12.A.CED.1 MGSE9-12.A.CED.2 MGSE9-12.A.CED.3 MGSE9-12.A.CED.4 MGSE9-12.A.REI.11 MGSE9-12.F.IF.6 MGSE9-12.F.IF.9 MGSE9-12.F.BF.3	MGSE9-12.S.ID.2 MGSE9-12.S.ID.4 MGSE9-12.S.IC.1 MGSE9-12.S.IC.2 MGSE9-12.S.IC.3 MGSE9-12.S.IC.4 MGSE9-12.S.IC.5 MGSE9-12.S.IC.6
These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units will include the Mathematical Practices and indicate skills to maintain.						

NOTE: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grade 9-12 Key:

Number and Quantity Strand: RN = The Real Number System, Q = Quantities, CN = Complex Number System, VM = Vector and Matrix Quantities

Algebra Strand: SSE = Seeing Structure in Expressions, APR = Arithmetic with Polynomial and Rational Expressions, CED = Creating Equations, REI = Reasoning with Equations and Inequalities

Functions Strand: IF = Interpreting Functions, LE = Linear and Exponential Models, BF = Building Functions, TF = Trigonometric Functions

Geometry Strand: CO = Congruence, SRT = Similarity, Right Triangles, and Trigonometry, C = Circles, GPE = Expressing Geometric Properties with Equations, GMD = Geometric Measurement and Dimension, MG = Modeling with Geometry

Statistics and Probability Strand: ID = Interpreting Categorical and Quantitative Data, IC = Making Inferences and Justifying Conclusions, CP = Conditional Probability and the Rules of Probability, MD = Using Probability to Make Decisions

Georgia Standards of Excellence Algebra II/Advanced Algebra Curriculum Map Rationale

Unit 1: Students will revisit solving quadratic equations in this unit. Students explore relationships between number systems: whole numbers, integers, rational numbers, real numbers, and complex numbers. Students will perform operations with complex numbers and solve quadratic equations with complex solutions. Students will also extend the laws of exponents to rational exponents and use those properties to evaluate and simplify expressions containing rational exponents.

Unit 2: This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students will find inverse functions and verify by composition that one function is the inverse of another function.

Unit 3: In this unit, students continue their study of polynomials by identifying zeros and making connections between zeros of a polynomial and solutions of a polynomial equation. Students will see how the Fundamental Theorem of Algebra can be used to determine the number of solutions of a polynomial equation and will find all the roots of those equations. Students will graph polynomial functions and interpret the key characteristics of the function.

Unit 4: Rational numbers extend the arithmetic of integers by allowing division by all numbers except 0. Similarly, rational expressions extend the arithmetic of polynomials by allowing division by all polynomials except the zero polynomial. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers. Similarly, radical expressions follow the rules governed by irrational numbers.

Unit 5: Students extend their work with exponential functions to include solving exponential equations with logarithms. They analyze the relationship between these two functions.

Unit 6: In this unit students synthesize and generalize what they have learned about a variety of function families. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying functions. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. They determine whether it is best to model with multiple functions creating a piecewise function. Students will also explore the sum of finite geometric series.

Unit 7: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

The pacing suggested on the curriculum map will allow students to gain a foundation in quadratics, polynomials, rational functions, radical functions, exponential functions, and logarithms before they begin the Mathematical Modeling unit. The Mathematical Modeling unit will bring these functions together and will introduce the sum of finite geometric series and piecewise functions. Students will have an opportunity to revisit many of these functions while working the tasks in unit 6. The course closes with the final unit discussing data and probability distributions.

GSE Algebra II/Advanced Algebra Expanded Curriculum Map – 1st Semester

Standards for Mathematical Practice

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.

- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

1st Semester

Unit 1	Unit 2	Unit 3	Unit 4
Quadratics Revisited	Operations With Polynomials	Polynomial Functions	Rational & Radical Relationships
<p><u>Perform arithmetic operations with complex numbers.</u> MGSE9-12.N.CN.1 Understand there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ where a and b are real numbers. MGSE9-12.N.CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. MGSE9-12.N.CN.3 Find the conjugate of a complex number; use the conjugate to find the absolute value (modulus) and quotient of complex numbers. <u>Use complex numbers in polynomial identities and equations.</u> MGSE9-12.N.CN.7 Solve quadratic equations with real coefficients that have complex solutions by (but not limited to) square roots, completing the square, and the quadratic formula. MGSE9-12.N.CN.8 Extend polynomial identities to include factoring with complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i> <u>Solve equations and inequalities in one variable</u> MGSE9-12.A.REI.4 Solve quadratic equations in one variable. MGSE9-12.A.REI.4b Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, factoring, completing the square, and the quadratic formula, as appropriate to the initial form of the equation (limit to real number solutions). <u>Extend the properties of exponents to rational exponents.</u></p>	<p><u>Perform arithmetic operations on polynomials</u> MGSE9-12.A.APR.1 Add, subtract, and multiply polynomials; understand that polynomials form a system analogous to the integers in that they are closed under these operations. MGSE9-12.A.APR.5 Know and apply that the Binomial Theorem gives the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle. <u>Rewrite rational expressions</u> MGSE9-12.A.APR.6 Rewrite simple rational expressions in different forms using inspection, long division, or a computer algebra system; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$. <u>Build a function that models a relationship between two quantities</u> MGSE9-12.F.BF.1 Write a function that describes a relationship between two quantities. MGSE9-12.F.BF.1b Combine standard function types using arithmetic operations in contextual situations (Adding, subtracting, and multiplying functions of different types). MGSE9-12.F.BF.1c Compose functions. <i>For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.</i></p>	<p>MGSE9-12.N.CN.9 Use the Fundamental Theorem of Algebra to find all roots of a polynomial equation <u>Interpret the structure of expressions</u> MGSE9-12.A.SSE.1 Interpret expressions that represent a quantity in terms of its context. MGSE9-12.A.SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients, in context. MGSE9-12.A.SSE.1b Given situations which utilize formulas or expressions with multiple terms and/or factors, interpret the meaning (in context) of individual terms or factors. MGSE9-12.A.SSE.2 Use the structure of an expression to rewrite it in different equivalent forms. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. <u>Understand the relationship between zeros and factors of polynomials</u> MGSE9-12.A.APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$. MGSE9-12.A.APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. <u>Use polynomial identities to solve problems</u> MGSE9-12.A.APR.4 Prove polynomial identities and use them to describe numerical relationships. <i>For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</i></p>	<p><u>Rewrite rational expressions</u> MGSE9-12.A.APR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. <u>Create equations that describe numbers or relationships</u> MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, simple rational, and exponential functions (integer inputs only). MGSE9-12.A.CED.2 Create linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. <i>(Limit to rational and radical functions. The phrase “in two or more variables” refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)</i> <u>Understand solving equations as a process of reasoning and explain the reasoning</u> MGSE9-12.A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums;</p>

<p>MGSE9-12.N.RN.1 Explain how the meaning of rational exponents follows from extending the properties of integer exponents to rational numbers, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5^{[(1/3) \times 3]}$ to hold, so $[5^{1/3}]^3$ must equal 5.</i></p> <p>MGSE9-12.N.RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p>	<p><u>Build new functions from existing functions</u></p> <p>MGSE9-12.F.BF.4 Find inverse functions.</p> <p>MGSE9-12.F.BF.4a Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2(x^3)$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.</p> <p>MGSE9-12.F.BF.4b Verify by composition that one function is the inverse of another.</p> <p>MGSE9-12.F.BF.4c Read values of an inverse function from a graph or a table, given that the function has an inverse.</p>	<p><u>Interpret functions that arise in applications in terms of the context</u></p> <p>MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p><u>Analyze functions using different representations</u></p> <p>MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.</p> <p>MGSE9-12.F.IF.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p>	<p>symmetries; end behavior; and periodicity.</p> <p><u>Interpret functions that arise in applications in terms of the context</u></p> <p>MGSE9-12.F.IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i></p> <p><u>Analyze functions using different representations</u></p> <p>MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.</p> <p>MGSE9-12.F.IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.</p> <p>MGSE9-12.F.IF.7d Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.</p>
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GSE Algebra II/Advanced Algebra Expanded Curriculum Map – 2nd Semester

Standards for Mathematical Practice

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| <p>1 Make sense of problems and persevere in solving them.</p> <p>2 Reason abstractly and quantitatively.</p> <p>3 Construct viable arguments and critique the reasoning of others.</p> <p>4 Model with mathematics.</p> | <p>5 Use appropriate tools strategically.</p> <p>6 Attend to precision.</p> <p>7 Look for and make use of structure.</p> <p>8 Look for and express regularity in repeated reasoning.</p> |
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2nd Semester

Unit 5	Unit 6	Unit 7
Exponential & Logarithms	Mathematical Modeling	Inferences & Conclusions from Data
<p><u>Write expressions in equivalent forms to solve problems</u> MGSE9-12.A.SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p>MGSE9-12.A.SSE.3c Use the properties of exponents to transform expressions for exponential functions. <i>For example, the expression 1.15^t, where t is in years, can be rewritten as $[1.15^{(1/12)}]^{(12t)} \approx 1.012^{(12t)}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p><u>Analyze functions using different representations</u> MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology.</p> <p>MGSE9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>MGSE9-12.F.IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>MGSE9-12.F.IF.8b Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{(12t)}$, $y = (1.2)^{(t/10)}$, and classify them as representing exponential growth and decay.</i></p> <p><u>Build new functions from existing functions</u> MGSE9-12.F.BF.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.</p> <p><u>Construct and compare linear, quadratic, and exponential models and solve problems</u> MGSE9-12.F.LE.4 For exponential models, express as a logarithm the solution to $ab^{(ct)} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.</p>	<p><u>Write expressions in equivalent forms to solve problems</u> MGSE9-12.A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.</i></p> <p>MGSE9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear, quadratic, simple rational, and exponential functions (integer inputs only).</p> <p>MGSE9-12.A.CED.2 Create linear, quadratic, and exponential equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. <i>(The phrase “in two or more variables” refers to formulas like the compound interest formula, in which $A = P(1 + r/n)^{nt}$ has multiple variables.)</i></p> <p>MGSE9-12.A.CED.3 Represent constraints by equations or inequalities, and by systems of equation and/or inequalities, and interpret data points as possible (i.e. a solution) or not possible (i.e. a non-solution) under the established constraints.</p> <p>MGSE9-12.A.CED.4 Rearrange formulas to highlight a quantity of interest using the same reasoning as in solving equations. <i>Examples: Rearrange Ohm’s law $V = IR$ to highlight resistance R; Rearrange area of a circle formula $A = \pi r^2$ to highlight the radius r.</i></p> <p><u>Represent and solve equations and inequalities graphically</u> MGSE9-12.A.REI.11 Using graphs, tables, or successive approximations, show that the solution to the equation $f(x) = g(x)$ is the x-value where the y-values of $f(x)$ and $g(x)$ are the same.</p> <p><u>Interpret functions that arise in applications in terms of the context</u> MGSE9-12.F.IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p> <p>MGSE9-12.F.IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example,</i></p>	<p><u>Summarize, represent, and interpret data on a single count or measurement variable</u> MGSE9-12.S.ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, mean absolute deviation, standard deviation) of two or more different data sets.</p> <p>MGSE9-12.S.ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p> <p><u>Understand and evaluate random processes underlying statistical experiments</u> MGSE9-12.S.IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>MGSE9-12.S.IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?</i></p> <p><u>Make inferences and justify conclusions from sample surveys, experiments, and observational studies</u> MGSE9-12.S.IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p>MGSE9-12.S.IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>MGSE9-12.S.IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>MGSE9-12.S.IC.6 Evaluate reports based on data. <i>For example, determining quantitative or categorical data; collection methods; biases or flaws in data.</i></p>

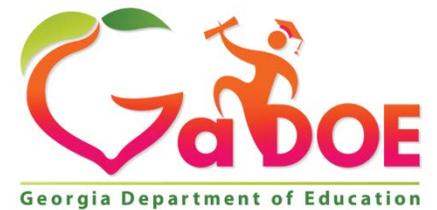
	<p><i>given a graph of one function and an algebraic expression for another, say which has the larger maximum.</i></p> <p><u>Build new functions from existing functions</u></p> <p>MGSE9-12.F.BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	
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Georgia Standards of Excellence Curriculum Map



Mathematics

GSE Pre-Calculus



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

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GSE Pre-Calculus Curriculum Map

1 st Semester				2 nd Semester			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Introduction to Trigonometric Functions <i>(4 – 5 weeks)</i>	Trigonometric Functions <i>(4 – 5 weeks)</i>	Trigonometry of General Triangles <i>(3 – 4 weeks)</i>	Trigonometric Identities <i>(3 – 4 weeks)</i>	Matrices <i>(3 – 4 weeks)</i>	Conics <i>(3 – 4 weeks)</i>	Vectors <i>(4 – 5 weeks)</i>	Probability <i>(4 – 5 weeks)</i>
MGSE9-12.F.IF.4 MGSE9-12.F.IF.7 MGSE9-12.F.IF.7e MGSE9-12.F.TF.1 MGSE9-12.F.TF.2 MGSE9-12.F.TF.5 MGSE9-12.F.TF.8	MGSE9-12.F.BF.4 MGSE9-12.F.BF.4d MGSE9-12.F.TF.3 MGSE9-12.F.TF.4 MGSE9-12.F.TF.6 MGSE9-12.F.TF.7	MGSE.9-12.G.SRT.9 MGSE.9-12.G.SRT.10 MGSE.9-12.G.SRT.11	MGSE9-12.F.TF.9	MGSE9-12.N.VM.6 MGSE9-12.N.VM.7 MGSE9-12.N.VM.8 MGSE9-12.N.VM.9 MGSE9-12.N.VM.10 MGSE9-12.N.VM.12 MGSE9-12.A.REI.8 MGSE9-12.A.REI.9	MGSE9-12.G.GPE.2 MGSE9-12.G.GPE.3 MGSE9-12.A.REI.7	MGSE9-12.N.CN.3 MGSE9-12.N.CN.4 MGSE9-12.N.CN.5 MGSE9-12.N.CN.6 MGSE9-12.N.VM.1 MGSE9-12.N.VM.2 MGSE9-12.N.VM.3 MGSE9-12.N.VM.4 MGSE9-12.N.VM4a MGSE9-12.N.VM4b MGSE9-12.N.VM4c MGSE9-12.N.VM.5 MGSE9-12.N.VM.5a MGSE9-12.N.VM.5b MGSE9-12.N.VM.11	MGSE9-12.S.CP.8 MGSE9-12.S.CP.9 MGSE9-12.S.MD.1 MGSE9-12.S.MD.2 MGSE9-12.S.MD.3 MGSE9-12.S.MD.4 MGSE9-12.S.MD.5 MGSE9-12.S.MD.5a MGSE9-12.S.MD.5b MGSE9-12.S.MD.6 MGSE9-12.S.MD.7

These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units.
All units will include the Mathematical Practices and indicate skills to maintain.

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Geometry Strand: CO = Congruence, SRT = Similarity, Right Triangles, and Trigonometry, C = Circles, GPE = Expressing Geometric Properties with Equations, GMD = Geometric Measurement and Dimension, MG = Modeling with Geometry

Statistics and Probability Strand: ID = Interpreting Categorical and Quantitative Data, IC = Making Inferences and Justifying Conclusions, CP = Conditional Probability and the Rules of Probability, MD = Using Probability to Make Decisions

Georgia Standards of Excellence Pre-Calculus Curriculum Map Rationale

Unit 1: Students will use the unit circle to extend the domain of trigonometric functions to include all real numbers. Students will develop understanding of the radian measure of an angle, graph trigonometric functions, and derive and apply the Pythagorean identity.

Unit 2: Building on standards from Unit 1, students extend their study of the unit circle and trigonometric functions. Students will create inverses of trigonometric functions and use the inverse functions to solve trigonometric equations that arise in real-world problems.

Unit 3: Building on standards from Unit 1 and Unit 2, students will apply trigonometry to general triangles. Students will derive the trigonometric formula for the area of a triangle and prove and use the Laws of Sines and Cosines to solve problems.

Unit 4: Building on standards from the first three units, students will prove and use addition, subtraction, double, and half-angle formulas to solve problems.

Unit 5: Students will perform operations on matrices, use matrices in applications, and use matrices to represent and solve systems of equations.

Unit 6: Building on standards from previous courses, students will derive the equations of conic sections (parabolas, ellipses, and hyperbolas). Students will solve systems of a linear and quadratic equation in two variables.

Unit 7: Students will extend their understanding of complex numbers and their operations through graphical representations. Students will perform operations on vectors and use the operations to represent various quantities.

Unit 8: Students will extend their study of probability by computing and interpreting probabilities of compound events. Students will calculate expected values and use them to solve problems and make informed decisions.

GSE Pre-Calculus Expanded Curriculum Map – 1st Semester

Standards for Mathematical Practice

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| <p>1 Make sense of problems and persevere in solving them.</p> <p>2 Reason abstractly and quantitatively.</p> <p>3 Construct viable arguments and critique the reasoning of others.</p> <p>4 Model with mathematics.</p> | <p>5 Use appropriate tools strategically.</p> <p>6 Attend to precision.</p> <p>7 Look for and make use of structure.</p> <p>8 Look for and express regularity in repeated reasoning.</p> |
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1st Semester

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Trigonometric Functions	Trigonometric Functions	Trigonometry of General Triangles	Trigonometric Identities
<p><u>Interpret functions that arise in applications in terms of the context</u> MGSE9-12.F.IF.4 Using tables, graphs, and verbal descriptions, interpret the key characteristics of a function which models the relationship between two quantities. Sketch a graph showing key features including: intercepts; interval where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</p> <p><u>Analyze functions using different representations</u> MGSE9-12.F.IF.7 Graph functions expressed algebraically and show key features of the graph both by hand and by using technology. MGSE9-12.F.IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p><u>Extend the domain of trigonometric functions using the unit circle</u> MGSE9-12.F.TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. MGSE9-12.F.TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p><u>Model periodic phenomena with trigonometric functions</u> MGSE9-12.F.TF.5 Choose trigonometric functions to model periodic phenomena with</p>	<p><u>Build new functions from existing functions</u> MGSE9-12.F.BF.4 Find inverse functions. MGSE9-12.F.BF.4d Produce an invertible function from a non-invertible function by restricting the domain. MGSE9-12.F.TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number. MGSE9-12.F.TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. MGSE9-12.F.TF.6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. MGSE9-12.F.TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.</p>	<p><u>Apply trigonometry to general triangles</u> MGSE9-12.G.SRT.9 Derive the formula $A = (1/2)ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. MGSE9-12.G.SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems. MGSE9-12.G.SRT.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).</p>	<p><u>Prove and apply trigonometric identities</u> MGSE9-12.F.TF.9 Prove addition, subtraction, double and half-angle formulas for sine, cosine, and tangent and use them to solve problems.</p>

<p>specified amplitude, frequency, and midline. <u>Prove and apply trigonometric identities</u> MGSE9-12.F.TF.8 Prove the Pythagorean identity $(\sin A)^2 + (\cos A)^2 = 1$ and use it to find $\sin A$, $\cos A$, or $\tan A$, given $\sin A$, $\cos A$, or $\tan A$, and the quadrant of the angle.</p>			

GSE Pre-Calculus Expanded Curriculum Map – 2nd Semester

Standards for Mathematical Practice

- 1 Make sense of problems and persevere in solving them.
- 2 Reason abstractly and quantitatively.
- 3 Construct viable arguments and critique the reasoning of others.
- 4 Model with mathematics.

- 5 Use appropriate tools strategically.
- 6 Attend to precision.
- 7 Look for and make use of structure.
- 8 Look for and express regularity in repeated reasoning.

2nd Semester

Unit 5	Unit 6	Unit 7	Unit 8
Matrices	Conics	Vectors	Probability
<p><u>Perform operations on matrices and use matrices in applications</u> MGSE9-12.N.VM.6 Use matrices to represent and manipulate data, e.g., transformations of vectors. MGSE9-12.N.VM.7 Multiply matrices by scalars to produce new matrices. MGSE9-12.N.VM.8 Add, subtract, and multiply matrices of appropriate dimensions. MGSE9-12.N.VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties. MGSE9-12.N.VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse. MGSE9-12.N.VM.12 Work with 2 X 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area. <u>Solve systems of equations</u> MGSE9-12.A.REI.8 Represent a system of linear equations as a single matrix equation in a vector variable MGSE9-12.A.REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).</p>	<p><u>Translate between the geometric description and the equation for a conic section</u> MGSE9-12.G.GPE.2 Derive the equation of a parabola given a focus and directrix. MGSE9-12.G.GPE.3 Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant. <u>Solve systems of equations</u> MGSE9-12.A.REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i></p>	<p><u>Use properties of rational and irrational numbers.</u> MGSE9-12.N.CN.3 Find the conjugate of a complex number; use the conjugate to find the absolute value (modulus) and quotient of complex numbers. <u>Represent complex numbers and their operations on the complex plane</u> MGSE9-12.N.CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number. MGSE9-12.N.CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. <i>For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120°.</i> MGSE9-12.N.CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints. <u>Represent and model with vector quantities</u> MGSE9-12.N.VM.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, v, $\ v\$, v). MGSE9-12.N.VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.</p>	<p><u>Use the rules of probability to compute probabilities of compound events in a uniform probability model</u> MGSE9-12.S.CP.8 Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = [P(A)] \times [P(B A)] = [P(B)] \times [P(A B)]$, and interpret the answer in terms of the model. MGSE9-12.S.CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems. <u>Calculate expected values and use them to solve problems</u> MGSE9-12.S.MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. MGSE9-12.S.MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution. MGSE9-12.S.MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i> MGSE9-12.S.MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value.</p>

		<p>MGSE9-12.N.VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.</p> <p><u>Perform operations on vectors</u></p> <p>MGSE9-12.N.VM.4 Add and subtract vectors.</p> <p>MGSE9-12.N.VM.4a Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.</p> <p>MGSE9-12.N.VM.4b Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.</p> <p>MGSE9-12.N.VM.4c Understand vector subtraction $\mathbf{v} - \mathbf{w}$ as $\mathbf{v} + (-\mathbf{w})$, where $(-\mathbf{w})$ is the additive inverse of \mathbf{w}, with the same magnitude as \mathbf{w} and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.</p> <p>MGSE9-12.N.VM.5 Multiply a vector by a scalar.</p> <p>MGSE9-12.N.VM.5a Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.</p> <p>MGSE9-12.N.VM.5b Compute the magnitude of a scalar multiple $c\mathbf{v}$ using $\ c\mathbf{v}\ = c \mathbf{v}$. Compute the direction of $c\mathbf{v}$ knowing that when $c \mathbf{v} = 0$, the direction of $c\mathbf{v}$ is either along \mathbf{v} (for $c > 0$) or against \mathbf{v} (for $c < 0$).</p> <p>MGSE9-12.N.VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.</p>	<p><i>For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?</i></p> <p><u>Use probability to evaluate outcomes of decisions</u></p> <p>MGSE9-12.S.MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.</p> <p>MGSE9-12.S.MD.5a Find the expected payoff for a game of chance. <i>For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.</i></p> <p>MGSE9-12.S.MD.5b Evaluate and compare strategies on the basis of expected values. <i>For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.</i></p> <p>MGSE9-12.S.MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).</p> <p>MGSE9-12.S.MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>
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Advanced Mathematical Decision Making

K-12 Mathematics Introduction

The Georgia Mathematics Curriculum focuses on actively engaging the 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. There is a shift towards applying mathematical concepts and skills in the context of authentic problems and for the student to understand concepts rather than merely follow a sequence of procedures. 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. Mathematics is the economy of information. The central idea of all mathematics is to discover how knowing some things well, via reasoning, permit students to know much else—without having to commit the information to memory as a separate fact. It is the reasoned, logical connections that make mathematics manageable. The implementation of the Georgia Standards of Excellence in Mathematics places a greater emphasis on sense making, problem solving, reasoning, representation, connections, and communication.

Advanced Mathematical Decision Making

This is a course designed to follow the completion of Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra. The course will give students further experiences with statistical information and summaries, methods of designing and conducting statistical studies, an opportunity to analyze various voting processes, modeling of data, basic financial decisions, and use network models for making informed decisions. (*Prerequisite: Algebra II, Advanced Algebra, Accelerated Geometry B/Algebra II or Accelerated Analytic Geometry B/Advanced Algebra*)

Instruction and assessment should include the appropriate use of manipulatives and technology. Topics should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic phenomena.

Mathematics | Standards for Mathematical Practice

Mathematical Practices are listed with each grade/course mathematical content standards to reflect the need to connect the mathematical practices to mathematical content in instruction.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations),

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procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

1 Make sense of problems and persevere in solving them.

High school students start to examine problems by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. By high school, students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. They check their answers to problems using different methods and continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.

High school students seek to make sense of quantities and their relationships in problem situations. They abstract a given situation and represent it symbolically, manipulate the representing symbols, and pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Students use quantitative reasoning to create coherent representations of the problem at hand; consider the units involved; attend to the meaning of quantities, not just how to compute them; and know and flexibly use different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.

High school students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. High school students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. High school students learn to determine domains to which an argument applies, listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.

High school students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. High school

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students making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.

High school students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. High school students should be sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. They are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.

High school students try to communicate precisely to others by using clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.

By high school, students look closely to discern a pattern or structure. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y . High school students use these patterns to create equivalent expressions, factor and solve equations, and compose functions, and transform figures.

8 Look for and express regularity in repeated reasoning.

High school students notice if calculations are repeated, and look both for general methods and for shortcuts. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x -$

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$1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, derive formulas or make generalizations, high school students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics should engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction. □ The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. **Students who do not have an understanding of a topic may rely on procedures too heavily.** Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. **In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.**

In this respect, those content standards that set an expectation of understanding are potential “points of intersection” between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Advanced Mathematical Decision Making | Content Standards

Number and Operations

Students will extend their understanding and use of ratios, proportions to solve problems involving in decision making.

MAMDM.N.1 Students will extend the understanding of proportional reasoning, ratios, rates, and percents by applying them to various settings to include business, media, and consumerism.

- a. Use proportional reasoning to solve problems involving ratios.
- b. Understand and use averages, weighted averages, and indices.
- c. Solve problems involving large quantities that are not easily measured.
- d. Understand how identification numbers, such as UPCs, are created and verified.

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Algebra

Students will explore the applications of functions, their characteristics and their use in modeling. Vectors and matrices are employed for solving problems.

MAMDM.A.1 Students will use vectors and matrices to organize and describe problem situations.

- a. Represent situations and solve problems using vectors in areas such as transportation, computer graphics, and the physics of force and motion.
- b. Represent geometric transformations and solve problems using matrices in fields such as computer animations.

MAMDM.A.2 Students will use a variety of network models to organize data in quantitative situations, make informed decisions, and solve problems.

- a. Solve problems represented by a vertex-edge graph, and find critical paths, Euler paths, and minimal spanning trees.
- b. Construct, analyze, and interpret flow charts to develop an algorithm to describe processes such as quality control procedures.
- c. Investigate the scheduling of projects using PERT.
- d. Consider problems that can be resolved by coloring graphs.

MAMDM.A.3 Students will create and analyze mathematical models to make decisions related to earning, investing, spending, and borrowing money.

- a. Use exponential functions to model change in a variety of financial situations.
- b. Determine, represent, and analyze mathematical models for income, expenditures, and various types of loans and investments.

MAMDM.A.4 Students will analyze and evaluate the mathematics behind various methods of voting and selection.

- a. Evaluate various voting and selection processes to determine an appropriate method for a given situation.
- b. Apply various ranking algorithms to determine an appropriate method for a given situation.

Geometry

Students apply tools to model geometric situations and solve problems. Students extend their knowledge of right triangle trigonometry.

MAMDM.G.1 Students will create and use two- and three-dimensional representations of authentic situations.

MAMDM.G.2 Students will solve geometric problems involving inaccessible distances using basic trigonometric principles, including the Law of Sines and the Law of Cosines.

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Data Analysis and Probability

Students will explore representations of data and models of data as tools in the decision making.

MAMDM.D.1 Students will determine probability and expected value to inform everyday decision making.

- a. Determine conditional probabilities and probabilities of compound events to make decisions in problem situations.
- b. Use probabilities to make and justify decisions about risks in everyday life.
- c. Calculate expected value to analyze mathematical fairness, payoff, and risk.

MAMDM.D.2. Students will build the skills and vocabulary necessary to analyze and critique reported statistical information, summaries, and graphical displays.

MAMDM.D.3 Students will apply statistical methods to design, conduct, and analyze statistical studies.

MAMDM.D.4 Students will use functions to model problem situations in both discrete and continuous relationships.

- a. Determine whether a problem situation involving two quantities is best modeled by a discrete (pattern identification, population growth, compound interest) or continuous (medication dosage, climate change, bone decay) relationship.
- b. Use linear, exponential, logistic, piecewise and sine functions to construct a model.

Terms/Symbols: Networks, weighted average, indices, vector, critical path, Euler path, minimal spanning trees, PERT, Law of Sines, Law of Cosines, payoff, risk, discrete, continuous, logistics, annuity, future value, present value, ranking, margin of error, cyclical, period, amplitude, phase shift, commission, salary, perpetuity, electoral college, periodic functions, statistical bias.

Biology Standards

The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. The Project 2061's *Benchmarks for Science Literacy* and the follow up work, *A Framework for K-12 Science Education* were used as the core of the standards to determine appropriate content and process skills for students. The Science Georgia Standards of Excellence focus on a limited number of core disciplinary ideas and crosscutting concepts which build from Kindergarten to high school. The standards are written with the core knowledge to be mastered integrated with the science and engineering practices needed to engage in scientific inquiry and engineering design. Crosscutting concepts are used to make connections across different science disciplines.

The Science Georgia Standards of Excellence drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphasis of instruction. The standards are a required minimum set of expectations that show proficiency in science. However, instruction can extend beyond these minimum expectations to meet student needs. At the same time, these standards set a maximum expectation on what will be assessed by the Georgia Milestones Assessment System.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, students need to possess sufficient understanding of fundamental science content knowledge, the ability to engage in the science and engineering practices, and to use scientific and technological information correctly. Technology should be infused into the curriculum and the safety of the student should always be foremost in instruction.

The Biology Georgia Standards of Excellence are designed to continue the student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology by focusing on the identification of patterns, processes, and relationships of living organisms. These standards include more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students investigate biological concepts through experiences in laboratories and field work using the process of inquiry.

Biology students start by developing an understanding of the cellular structure and the role these structures play in living cells. The students develop a fundamental understanding of the role of bio-macromolecules, their structure and function as related to life processes. The students then analyze how genetic information is passed to their offspring and how these mechanisms lead to variability and hence diversity of species. They use cladograms and phylogenetic trees to determine relationships among major groups of organisms. Biology students are able to recognize the central role the theory of evolution plays in explaining how the diversity observed within species has led to the diversity of life across species through a process of descent with adaptive modification.

Biology

SB1. Obtain, evaluate, and communicate information to analyze the nature of the relationships between structures and functions in living cells.

- a. Construct an explanation of how cell structures and organelles (including nucleus, cytoplasm, cell membrane, cell wall, chloroplasts, lysosome, Golgi, endoplasmic reticulum, vacuoles, ribosomes, and mitochondria) interact as a system to maintain homeostasis.
- b. Develop and use models to explain the role of cellular reproduction (including binary fission, mitosis, and meiosis) in maintaining genetic continuity.
- c. Construct arguments supported by evidence to relate the structure of macromolecules (carbohydrates, proteins, lipids, and nucleic acids) to their interactions in carrying out cellular processes.

(Clarification statement: The function of proteins as enzymes is limited to a conceptual understanding.)

- d. Plan and carry out investigations to determine the role of cellular transport (e.g., active, passive, and osmosis) in maintaining homeostasis.
- e. Ask questions to investigate and provide explanations about the roles of photosynthesis and respiration in the cycling of matter and flow of energy within the cell (e.g., single-celled alga).

(Clarification statement: Instruction should focus on understanding the inputs, outputs, and functions of photosynthesis and respiration and the functions of the major sub-processes of each including glycolysis, Krebs cycle, electron transport chain, light reactions, and Calvin cycle.)

SB2. Obtain, evaluate, and communicate information to analyze how genetic information is expressed in cells.

- a. Construct an explanation of how the structures of DNA and RNA lead to the expression of information within the cell via the processes of replication, transcription, and translation.
- b. Construct an argument based on evidence to support the claim that inheritable genetic variations may result from:
 - new genetic combinations through meiosis (crossing over, nondisjunction);
 - non-lethal errors occurring during replication (insertions, deletions, substitutions); and/or
 - heritable mutations caused by environmental factors (radiation, chemicals, and viruses).
- c. Ask questions to gather and communicate information about the use and ethical considerations of biotechnology in forensics, medicine, and agriculture.

(Clarification statement: The element is intended to include advancements in technology relating to economics and society such as advancements may include Genetically Modified Organisms.)

SB3. Obtain, evaluate, and communicate information to analyze how biological traits are passed on to successive generations.

- a. Use Mendel’s laws (segregation and independent assortment) to ask questions and define problems that explain the role of meiosis in reproductive variability.
- b. Use mathematical models to predict and explain patterns of inheritance.
(Clarification statement: Students should be able to use Punnett squares (monohybrid and dihybrid crosses) and/or rules of probability, to analyze the following inheritance patterns: dominance, codominance, incomplete dominance.)
- c. Construct an argument to support a claim about the relative advantages and disadvantages of sexual and asexual reproduction.

SB4. Obtain, evaluate, and communicate information to illustrate the organization of interacting systems within single-celled and multi-celled organisms.

- a. Construct an argument supported by scientific information to explain patterns in structures and function among clades of organisms, including the origin of eukaryotes by endosymbiosis. Clades should include:
 - archaea
 - bacteria
 - eukaryotes
 - fungi
 - plants
 - animals
(Clarification statement: This is reflective of 21st century classification schemes and nested hierarchy of clades and is intended to develop a foundation for comparing major groups of organisms. The term 'protist' is useful in describing those eukaryotes that are not within the animal, fungal or plant clades but the term does not describe a well-defined clade or a natural taxonomic group.)
- b. Analyze and interpret data to develop models (i.e., cladograms and phylogenetic trees) based on patterns of common ancestry and the theory of evolution to determine relationships among major groups of organisms.
- c. Construct an argument supported by empirical evidence to compare and contrast the characteristics of viruses and organisms.

SB5. Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment.

- a. Plan and carry out investigations and analyze data to support explanations about factors affecting biodiversity and populations in ecosystems.
(Clarification statement: Factors include population size, carrying capacity, response to limiting factors, and keystone species.)

- b. Develop and use models to analyze the cycling of matter and flow of energy within ecosystems through the processes of photosynthesis and respiration.
 - Arranging components of a food web according to energy flow.
 - Comparing the quantity of energy in the steps of an energy pyramid.
 - Explaining the need for cycling of major biochemical elements (C, O, N, P, and H).
- c. Construct an argument to predict the impact of environmental change on the stability of an ecosystem.
- d. Design a solution to reduce the impact of a human activity on the environment.
(*Clarification statement:* Human activities may include chemical use, natural resources consumption, introduction of non-native species, greenhouse gas production.)
- e. Construct explanations that predict an organism's ability to survive within changing environmental limits (e.g., temperature, pH, drought, fire).

SB6. Obtain, evaluate, and communicate information to assess the theory of evolution.

- a. Construct an explanation of how new understandings of Earth's history, the emergence of new species from pre-existing species, and our understanding of genetics have influenced our understanding of biology.
- b. Analyze and interpret data to explain patterns in biodiversity that result from speciation.
- c. Construct an argument using valid and reliable sources to support the claim that evidence from comparative morphology (analogous vs. homologous structures), embryology, biochemistry (protein sequence) and genetics support the theory that all living organisms are related by way of common descent.
- d. Develop and use mathematical models to support explanations of how undirected genetic changes in natural selection and genetic drift have led to changes in populations of organisms.
(*Clarification statement:* Element is intended to focus on basic statistical and graphic analysis. Hardy Weinberg would be an optional application to address this element.)
- e. Develop a model to explain the role natural selection plays in causing biological resistance (e.g., pesticides, antibiotic resistance, and influenza vaccines).

GSE High School Physical Science Curriculum Map

These are bundles of core ideas from the Georgia Standards of Excellence related to an anchoring phenomenon.

This document is part of a framework that includes lessons and resources.

Instructional Segment	Introduction	Properties of Matter	Reactions	Energy	Force and Motion	Waves	Energy Capstone
Estimated Time	1 week	7 weeks	8 weeks	8 weeks	6 weeks	4 weeks	2 weeks
Crosscutting Concepts	All	<ul style="list-style-type: none"> Structure and function Patterns Scale, proportion and change Energy and matter 	<ul style="list-style-type: none"> Energy and matter Stability and change Energy and matter 	<ul style="list-style-type: none"> Energy and matter Systems and system models Stability and change Energy and matter 	<ul style="list-style-type: none"> Cause and effect Systems and system models Stability and change Energy and matter 	<ul style="list-style-type: none"> Patterns Energy and matter 	<ul style="list-style-type: none"> Systems and system models Cause and effect Energy and matter
Anchoring Phenomenon	Year-long phenomena: Operation of a car or rocket.						
	Operation of a car or rocket	Elements and compounds to make a car or rocket operate https://goo.gl/LODHSo	Changes in altitude affect gases, resulting in surprising effects https://goo.gl/mbgKv8	Turning on your classroom lights requires many transformations of energy https://goo.gl/9IIwL0	Car stop - seatbelts and airbags https://goo.gl/aiFnyY	Doppler Effect https://goo.gl/Gv6Mw7	Model and explain the operation of a car or rocket
Core Ideas	All	<ul style="list-style-type: none"> Structure of atoms and elements Trends in the Periodic Table Compounds: properties, bonds and naming 	<ul style="list-style-type: none"> Atomic and molecular motion Conservation of matter Solutions Acids and bases 	<ul style="list-style-type: none"> Heat energy Electricity and magnetism Nuclear energy Fission and fusion Radioactive decay Energy transformations 	<ul style="list-style-type: none"> Forces and motion Newton's laws Simple machines Gravitational force Energy 	<ul style="list-style-type: none"> Electromagnetic and mechanical waves Reflection, refraction, interference, and diffraction Doppler effect Energy 	All
Science and Engineering Practices	Obtaining, evaluating, and communicating information						
	<ul style="list-style-type: none"> Plan and carry out investigations Ask questions Develop and use models 	<ul style="list-style-type: none"> Develop and use models Analyze and interpret data Construct explanations 	<ul style="list-style-type: none"> Plan and carry out investigations Develop and use models Ask questions and design problems Analyze and interpret data Construct explanations 	<ul style="list-style-type: none"> Develop and use models Use mathematical and computational thinking Engage in argument from evidence Construct explanations Analyze and interpret data Plan and carry out investigations 	<ul style="list-style-type: none"> Plan and carry out investigations Construct explanations Analyze and interpret data Use mathematical and computational thinking 	<ul style="list-style-type: none"> Analyze and interpret data Ask questions Develop and use models Construct explanations 	All
GSE	All	SPS1a,b,c; SPS2a,b,c; SPS7a	SPS5a,b; SPS3a,b; SPS6a,b,c,d,e; SPS7a	SPS4a,b,c; SPS10a,b,c; SPS7a,b,c,d	SPS7a; SPS8a,b,c,d	SPS7a; SPS9a,b,c,d,e	All

Chemistry Standards

The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. The Project 2061's *Benchmarks for Science Literacy* and the follow up work, *A Framework for K-12 Science Education* were used as the core of the standards to determine appropriate content and process skills for students. The Science Georgia Standards of Excellence focus on a limited number of core disciplinary ideas and crosscutting concepts which build from Kindergarten to high school. The standards are written with the core knowledge to be mastered integrated with the science and engineering practices needed to engage in scientific inquiry and engineering design. Crosscutting concepts are used to make connections across different science disciplines.

The Science Georgia Standards of Excellence drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphasis of instruction. The standards are a required minimum set of expectations that show proficiency in science. However, instruction can extend beyond these minimum expectations to meet student needs. At the same time, these standards set a maximum expectation on what will be assessed by the Georgia Milestones Assessment System.

Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, students need to possess sufficient understanding of fundamental science content knowledge, the ability to engage in the science and engineering practices, and to use scientific and technological information correctly. Technology should be infused into the curriculum and the safety of the student should always be foremost in instruction.

The Chemistry Georgia Standards of Excellence are designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. These standards include more abstract concepts such as the structure of atoms, structure and properties of matter, the conservation and interaction of energy and matter, and the use of Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes. Students investigate chemistry concepts through experiences in laboratories and field work using the process of inquiry.

Chemistry students use the periodic table to help with the identification of elements with particular properties, recognize patterns that lead to explain chemical reactivity and bond formation. They use the IUPAC nomenclature in order to predict chemical names for ionic (binary and ternary), acidic, and inorganic covalent compounds, and conduct experiments to manipulate factors that affect chemical reactions.

Chemistry

SC1. Obtain, evaluate, and communicate information about the use of the modern atomic theory and periodic law to explain the characteristics of atoms and elements.

- Evaluate merits and limitations of different models of the atom in relation to relative size, charge, and position of protons, neutrons, and electrons in the atom.
- Construct an argument to support the claim that the proton (and not the neutron or electron) defines the element's identity.
- Construct an explanation based on scientific evidence of the production of elements heavier than hydrogen by nuclear fusion.
- Construct an explanation that relates the relative abundance of isotopes of a particular element to the atomic mass of the element.
- Construct an explanation of light emission and the movement of electrons to identify elements.
- Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms (i.e. including atomic radii, ionization energy, and electronegativity).
- Develop and use models, including electron configuration of atoms and ions, to predict an element's chemical properties.

SC2. Obtain, evaluate, and communicate information about the chemical and physical properties of matter resulting from the ability of atoms to form bonds.

- Plan and carry out an investigation to gather evidence to compare the physical and chemical properties at the macroscopic scale to infer the strength of intermolecular and intramolecular forces.
- Construct an argument by applying principles of inter- and intra- molecular forces to identify substances based on chemical and physical properties.
- Construct an explanation about the importance of molecular-level structure in the functioning of designed materials.
(Clarification statement: Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors.)
- Develop and use models to evaluate bonding configurations from nonpolar covalent to ionic bonding.
(Clarification statement: VSEPR theory is not addressed in this element.)
- Ask questions about chemical names to identify patterns in IUPAC nomenclature in order to predict chemical names for ionic (binary and ternary), acidic, and inorganic covalent compounds.
- Develop and use bonding models to predict chemical formulas including ionic (binary and ternary), acidic, and inorganic covalent compounds.

- g. Develop a model to illustrate the release or absorption of energy (endothermic or exothermic) from a chemical reaction system depends upon the changes in total bond energy.

SC3. Obtain, evaluate, and communicate information about how the Law of Conservation of Matter is used to determine chemical composition in compounds and chemical reactions.

- a. Use mathematics and computational thinking to balance chemical reactions (i.e., synthesis, decomposition, single replacement, double replacement, and combustion) and construct an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
- b. Plan and carry out an investigation to determine that a new chemical has been formed by identifying indicators of a chemical reaction (e.g., precipitate formation, gas evolution, color change, water production, and changes in energy to the system).
- c. Use mathematics and computational thinking to apply concepts of the mole and Avogadro's number to conceptualize and calculate
- percent composition
 - empirical/molecular formulas
 - mass, moles, and molecules relationships
 - molar volumes of gases
- d. Use mathematics and computational thinking to identify and solve different types of reaction stoichiometry problems (i.e., mass to moles, mass to mass, moles to moles, and percent yield) using significant figures.
(Clarification statement: For elements c and d emphasis is on use of mole ratios to compare quantities of reactants or products and on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.)
- e. Plan and carry out an investigation to demonstrate the conceptual principle of limiting reactants.

SC4. Obtain, evaluate, and communicate information about how to refine the design of a chemical system by applying engineering principles to manipulate the factors that affect a chemical reaction.

- a. Plan and carry out an investigation to provide evidence of the effects of changing concentration, temperature, and pressure on chemical reactions.
(Clarification statement: Pressure should not be tested experimentally.)
- b. Construct an argument using collision theory and transition state theory to explain the role of activation energy in chemical reactions.
(Clarification statement: Reaction coordinate diagrams could be used to visualize graphically changes in energy (direction flow and quantity) during the progress of a chemical reaction.)
- c. Construct an explanation of the effects of a catalyst on chemical reactions and apply it to everyday examples.

- d. Refine the design of a chemical system by altering the conditions that would change forward and reverse reaction rates and the amount of products at equilibrium.

(Clarification statement: Emphasis is on the application of LeChatelier's principle.)

SC5. Obtain, evaluate, and communicate information about the Kinetic Molecular Theory to model atomic and molecular motion in chemical and physical processes.

- a. Plan and carry out an investigation to calculate the amount of heat absorbed or released by chemical or physical processes.

(Clarification statement: Calculation of the enthalpy, heat change, and Hess's Law are addressed in this element.)

- b. Construct an explanation using a heating curve as evidence of the effects of energy and intermolecular forces on phase changes.
- c. Develop and use models to quantitatively, conceptually, and graphically represent the relationships between pressure, volume, temperature, and number of moles of a gas.

SC6. Obtain, evaluate, and communicate information about the properties that describe solutions and the nature of acids and bases.

- a. Develop a model to illustrate the process of dissolving in terms of solvation versus dissociation.
- b. Plan and carry out an investigation to evaluate the factors that affect the rate at which a solute dissolves in a specific solvent.
- c. Use mathematics and computational thinking to evaluate commercial products in terms of their concentrations (i.e., molarity and percent by mass).
- d. Communicate scientific and technical information on how to prepare and properly label solutions of specified molar concentration.
- e. Develop and use a model to explain the effects of a solute on boiling point and freezing point.
- f. Use mathematics and computational thinking to compare, contrast, and evaluate the nature of acids and bases in terms of percent dissociation, hydronium ion concentration, and pH.

(Clarification statement: Understanding of the mathematical relationship between negative logarithm of the hydrogen concentration and pH is not expected in this element. Only a conceptual understanding of pH as related to acid/basic conditions is needed.)

- g. Ask questions to evaluate merits and limitations of the Arrhenius and Bronsted-Lowry models of acid and bases.
- h. Plan and carry out an investigation to explore acid-base neutralization.

Environmental Science Standards

The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. The Project 2061's *Benchmarks for Science Literacy* and the follow up work, *A Framework for K-12 Science Education* were used as the core of the standards to determine appropriate content and process skills for students. The Science Georgia Standards of Excellence focus on a limited number of core disciplinary ideas and crosscutting concepts which build from Kindergarten to high school. The standards are written with the core knowledge to be mastered integrated with the science and engineering practices needed to engage in scientific inquiry and engineering design. Crosscutting concepts are used to make connections across different science disciplines.

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Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, students need to possess sufficient understanding of fundamental science content knowledge, the ability to engage in the science and engineering practices, and to use scientific and technological information correctly. Technology should be infused into the curriculum and the safety of the student should always be foremost in instruction.

The Environmental Science Georgia Standards of Excellence are designed to continue the student investigations that began in grades K-8. These standards integrate the study of many components of our environment, including the human impact on our planet. Students investigate the flow of energy and cycling of matter within ecosystems, and evaluate types, availability, allocation, and sustainability of energy resources. Instruction should focus on student data collection and analysis from field and laboratory experiences. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

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 biosphere.
- b. Develop and use a model based on the Laws of Thermodynamics to predict energy transfers throughout an ecosystem (food chains, food webs, and trophic levels).
(Clarification statement: The first and second law of thermodynamics should be used to support the model.)
- c. Analyze and interpret data to construct an argument of the necessity of biogeochemical cycles (hydrologic, nitrogen, phosphorus, oxygen, and carbon) to support a sustainable ecosystem.
- d. Evaluate claims, evidence, and reasoning of the relationship between the physical factors (e.g., insolation, proximity to coastline, topography) and organismal adaptations within terrestrial biomes.
- 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.

- a. Analyze and interpret data related to short-term and long-term natural cyclic fluctuations associated with climate change.
(Clarification statement: Short-term examples include but are not limited to El Niño and volcanism. Long-term examples include but are not limited to variations in Earth's orbit such as Milankovitch cycles.)
- b. Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.
- c. Construct an argument to predict changes in biomass, biodiversity, and complexity within ecosystems, in terms of ecological succession.
- d. Construct an argument to support a claim about the value of biodiversity in ecosystem resilience including keystone, invasive, native, endemic, indicator, and endangered species.

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).

- b. Construct an argument based on data about the risks and benefits of renewable and nonrenewable energy sources.
(*Clarification statement:* This may include, but is not limited to, the environmental, social, and economic risks and benefits.)
- c. Obtain, evaluate, and communicate data to predict the sustainability potential of renewable and non-renewable energy resources.
- d. Design and defend a sustainable energy plan based on scientific principles for your location.

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	Natural Resources
Agriculture	Land
Forestry	Water
Ranching	Air
Mining	Organisms
Urbanization	
Fishing	
Water use	
Pollution	
Desalination	
Waste water treatment	

- 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.

Physics Standards

The Science Georgia Standards of Excellence are designed to provide foundational knowledge and skills for all students to develop proficiency in science. The Project 2061's *Benchmarks for Science Literacy* and the follow up work, *A Framework for K-12 Science Education* were used as the core of the standards to determine appropriate content and process skills for students. The Science Georgia Standards of Excellence focus on a limited number of core disciplinary ideas and crosscutting concepts which build from Kindergarten to high school. The standards are written with the core knowledge to be mastered integrated with the science and engineering practices needed to engage in scientific inquiry and engineering design. Crosscutting concepts are used to make connections across different science disciplines.

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The Physics Georgia Standards of Excellence are designed to continue the student investigations of the physical sciences that began in grades K-8, and provide students the necessary skills to be proficient in physics. These standards include more abstract concepts such as nuclear decay processes, interactions of matter and energy, velocity, acceleration, force, energy, momentum, properties and interactions of matter, electromagnetic and mechanical waves, and electricity, magnetism and their interactions. Students investigate physics concepts through experiences in laboratories and field work using the science and engineering practices of asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information.

Physics

SP1. Obtain, evaluate, and communicate information about the relationship between distance, displacement, speed, velocity, and acceleration as functions of time.

- a. Plan and carry out an investigation of one-dimensional motion to calculate average and instantaneous speed and velocity.
 - Analyze one-dimensional problems involving changes of direction, using algebraic signs to represent vector direction.
 - Apply one-dimensional kinematic equations to situations with no acceleration, and positive, or negative constant acceleration.
- b. Analyze and interpret data using created or obtained motion graphs to illustrate the relationships among position, velocity, and acceleration, as functions of time.
- c. Ask questions to compare and contrast scalar and vector quantities.
- d. Analyze and interpret data of two-dimensional motion with constant acceleration.
 - Resolve position, velocity, or acceleration vectors into components (x and y, horizontal and vertical).
 - Add vectors graphically and mathematically by adding components.
 - Interpret problems to show that objects moving in two dimensions have independent motions along each coordinate axis.
 - Design an experiment to investigate the projectile motion of an object by collecting and analyzing data using kinematic equations.
 - Predict and describe how changes to initial conditions affect the resulting motion.
 - Calculate range and time in the air for a horizontally launched projectile.

SP2. Obtain, evaluate, and communicate information about how forces affect the motion of objects.

- a. Construct an explanation based on evidence using Newton's Laws of how forces affect the acceleration of a body.
 - Explain and predict the motion of a body in absence of a force and when forces are applied using Newton's 1st Law (principle of inertia).
 - Calculate the acceleration for an object using Newton's 2nd Law, including situations where multiple forces act together.
 - Identify the pair of equal and opposite forces between two interacting bodies and relate their magnitudes and directions using Newton's 3rd Law.
- b. Develop and use a model of a Free Body Diagram to represent the forces acting on an object (both equilibrium and non-equilibrium).
- c. Use mathematical representations to calculate magnitudes and vector components for typical forces including gravitational force, normal force, friction forces, tension forces, and spring forces.

- d. Plan and carry out an investigation to gather evidence to identify the force or force component responsible for causing an object to move along a circular path.
 - Calculate the magnitude of a centripetal acceleration.
- e. Develop and use a model to describe the mathematical relationship between mass, distance, and force as expressed by Newton's Universal Law of Gravitation.

SP3. Obtain, evaluate, and communicate information about the importance of conservation laws for mechanical energy and linear momentum in predicting the behavior of physical systems.

- a. Ask questions to compare and contrast open and closed systems.
- b. Use mathematics and computational thinking to analyze, evaluate, and apply the principle of conservation of energy and the Work-Kinetic Energy Theorem.
 - Calculate the kinetic energy of an object.
 - Calculate the amount of work performed by a force on an object.
- c. Plan and carry out an investigation demonstrating conservation and rate of transfer of energy (power) to solve problems involving closed systems.
- d. Construct an argument supported by evidence of the use of the principle of conservation of momentum to
 - explain how the brief application of a force creates an impulse.
 - describe and perform calculations involving one dimensional momentum.
 - connect the concepts of Newton's 3rd law and impulse.
 - experimentally compare and contrast inelastic and elastic collisions.

SP4. Obtain, evaluate, and communicate information about the properties and applications of waves.

- a. Develop and use mathematical models to explain mechanical and electromagnetic waves as a propagating disturbance that transfers energy.
(*Clarification statement:* Mathematically describe how the velocity, frequency, and wavelength of a propagating wave are related.)
- b. Develop and use models to describe and calculate characteristics related to the interference and diffraction of waves (single and double slits).
- c. Construct an argument that analyzes the production and characteristics of sounds waves.
(*Clarification statement:* Includes, but not limited to, Doppler Effect, standing waves, wavelength, the relationship between amplitude and the energy of the wave, and the relationship between frequency and pitch.)
- d. Plan and carry out investigations to characterize the properties and behavior of electromagnetic waves.
(*Clarification statement:* Properties of waves include, but not limited to, amplitude, frequency, wavelength, and the relationship between frequency or wavelength and the energy of the wave.)

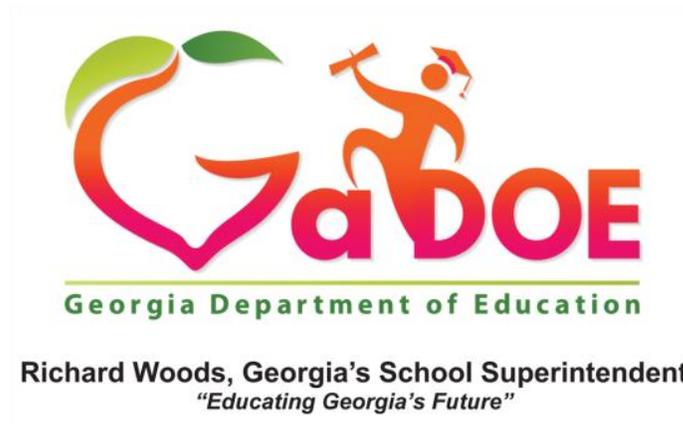
- e. Plan and carry out investigations to describe common features of light in terms of color, polarization, spectral composition, and wave speed in transparent media.
 - Analyze experimentally and mathematically aspects of reflection and refraction of light waves and describe the results using optical ray diagrams.
 - Perform calculations related to reflections from plane surfaces and focusing using thin lenses.
- f. Plan and carry out investigations to identify the behavior of light using lenses.
(Clarification statement: Investigations concerning Snell’s Law, optical ray diagrams, and thin lens equation should be conducted.)
- g. Plan and carry out investigations to describe changes in diffraction patterns associated with geometry and wavelength for mechanical and electromagnetic waves.

SP5. Obtain, evaluate, and communicate information about electrical and magnetic force interactions.

- a. Develop and use mathematical models and generate diagrams to compare and contrast the electric and gravitational forces between two charged objects.
- b. Plan and carry out investigations to demonstrate and qualitatively explain charge transfer by conduction, friction, and induction.
- c. Construct an explanation based on evidence of the behavior of charges in terms of electric potential energy.
- d. Plan and carry out an investigation of the relationship between voltage, current, and power for direct current circuits.
(Clarification statement: Application of Ohm’s Law to different circuit configurations, not limited to parallel and series, and calculations of equivalent resistance are expected.)
- e. Plan and carry out investigations to clarify the relationship between electric currents and magnetic fields.
(Clarification statement: This includes coils and their importance in the design of motors and generators.)

SP6. Obtain, evaluate, and communicate information about nuclear changes of matter and related technological applications.

- a. Develop and use models to explain, compare, and contrast nuclear processes including radioactive decay, fission, and fusion.
- b. Construct an argument to compare and contrast mechanisms and characteristics of radioactive decay.
(Clarification statement: Include alpha, beta, and gamma decays and their effects.)
- c. Develop and use mathematical models and representations to calculate the amount of substance present after a given amount of time based on its half-life and relate this to the law of conservation of mass and energy.



SOCIAL STUDIES

Georgia Standards of Excellence (GSE)

Grade 9 – Grade 12

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American Government/Civics

The government course provides students with a background in the philosophy, functions, and structure of the United States government. Students examine the philosophical foundations of the United States government and how that philosophy developed. Students also examine the structure and function of the United States government and its relationship to states and citizens.

SSCG1 Compare and contrast various systems of government.

- a. Determine how governments differ in geographic distribution of power, particularly unitary, confederal, and federal types of government.
- b. Determine how some forms of government differ in their level of citizen participation particularly authoritarian (autocracy and oligarchy) and democratic.
- c. Determine how the role of the executive differs in presidential and parliamentary systems of governments.
- d. Differentiate between a direct democracy, representative democracy, and/or a republic.

SSCG2 Demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Right, and the English Bill of Rights.
- b. Analyze the impact of the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), Rousseau (The Social Contract), and Montesquieu (The Spirit of the Laws) on our concept of government.
- c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.

SSCG3 Demonstrate knowledge of the framing and structure of the United States Constitution.

- a. Analyze debates during the drafting of the Constitution, including the Three-Fifths Compromise, the Great Compromise, and the Commerce Clause.
- b. Analyze how the Constitution addresses the weaknesses of the Articles of Confederation.
- c. Explain the fundamental principles of the United States Constitution, including limited government, the rule of law, federalism, separation of powers, checks and balances, and popular sovereignty.
- d. Explain the key ideas in the debate over ratification made by the Federalists and the Anti-Federalists.

SSCG4 Demonstrate knowledge of the organization and powers of the national government.

- a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain and analyze the relationship of state governments to the national government.
- b. Define and provide examples of enumerated, implied, concurrent, reserved, and denied powers.
- c. Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues.
- d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”
- e. Describe the roles of Congress and the states in the formal process of amending the Constitution.

SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

SSCG7 Demonstrate knowledge of civil liberties and civil rights.

- a. Define civil liberties as protections against government actions (e.g., First Amendment).
- b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, *Brown v. Board of Education*, etc.)
- c. Analyze due process of law as expressed in the 5th and 14th amendments, as understood through the process of incorporation.
- d. Identify how amendments extend the right to vote.

SSCG8 Demonstrate knowledge of the legislative branch of government.

- a. Cite the formal qualifications for representatives and senators listed in the Constitution.
- b. Describe the election process for representatives and senators and how the 17th Amendment impacted the election of senators.
- c. Compare the terms of office for each chamber of Congress and explain the Founders' intent.
- d. Compare and contrast the powers of each chamber of Congress (e.g., power of the purse, 16th Amendment, treaties, etc.)
- e. Explain the steps in the legislative process.
- f. Explain the functions of various leadership positions and committees within the legislature.
- g. Analyze the positive and negative role lobbyists play in the legislative process.

SSCG9 Explain the impeachment and removal process and its use for federal officials as defined in the U.S. Constitution.

SSCG10 Demonstrate knowledge of the executive branch of government.

- a. Cite the formal qualifications listed in the Constitution for President of the United States.
- b. Describe informal qualifications common to past presidents.
- c. Identify term of office and describe the line of succession (e.g., 20th, 22nd, and 25th amendments).
- d. Analyze the role of the Electoral College in electing the President and the clarification provided in the 12th Amendment.
- e. Distinguish between the roles of the President, including Commander in Chief of the Armed Forces, chief executive, chief agenda setter, chief of state, chief diplomat, and party leader.

SSCG11 Explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.
- b. Explain the functions of the President's Cabinet.

SSCG12 Describe the tools used to carry out United States foreign policy, including diplomacy and treaties; economic, military, and humanitarian aid; and sanctions and military intervention.

SSCG13 Demonstrate knowledge of the operation of the judicial branch of government.

- a. Describe the selection and approval process for federal judges.
- b. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.
- c. Examine how John Marshall established judicial review through his opinion in *Marbury v. Madison* and relate its impact.
- d. Describe how the Supreme Court selects and decides cases.
- e. Compare the philosophies of judicial activism and judicial restraint and provide relevant examples (e.g., marriage, 2nd Amendment, death penalty, etc.)

SSCG14 Demonstrate knowledge of the criminal justice process.

- a. Explain an individual's due process rights (e.g., 4th, 5th, 6th, and 14th amendments).
- b. Categorize different types of crimes.
- c. Analyze the procedures in the criminal justice process.
- d. Examine the different types of sentences a convicted person can receive.
- e. Contrast the procedures related to civil suits with criminal proceedings.

SSCG15 Demonstrate knowledge of local, state, and national elections.

- a. Describe the historical development, organization, role, and constituencies of political parties.
- b. Describe the nomination and election process.
- c. Examine campaign funding and spending and the influence of special interest groups on elections.
- d. Explain how recent policy changes and Supreme Court rulings have impacted the campaign finance process.
- e. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.

- a. Describe how and why citizens are required by law to pay taxes, serve on a jury, and register for military duty.
- b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.
- c. Explain the meaning and history of the Pledge of Allegiance.

SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the structure of local governments with emphasis on counties and cities.
- b. Analyze the relationship among state and local governments.
- c. Examine sources of revenue received by local governments.
- d. Analyze the services provided by state and local governments.
- e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

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Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Information Processing Skills

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1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
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5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
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10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

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Economics

Economics is the study of how individuals, businesses, and governments make decisions about the allocation of scarce resources. The economics course provides students with a basic foundation in the field of economics. The course has five sections: fundamental concepts, microeconomics, macroeconomics, international economics, and personal finance. In each area, students are introduced to major concepts and themes concerning that aspect of economics. These sections and the standards and elements therein may be taught in any order or sequence.

Fundamentals

SSEF1 Explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments.

- a. Define scarcity as a basic condition that exists when unlimited wants exceed limited productive resources.
- b. Define and give examples of productive resources (i.e. factors of production): natural resources (i.e. land), human resources (i.e. labor and human capital), physical capital and entrepreneurship.
- c. Explain the motivations that influence entrepreneurs to take risks (e.g., profit, job creation, innovation, and improving society).
- d. Define opportunity cost as the next best alternative given up when individuals, businesses, and governments confront scarcity by making choices.

SSEF2 Give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- a. Define marginal cost and marginal benefit.
- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.
- c. Explain that people, businesses, and governments respond to positive and negative incentives in predictable ways.

SSEF3 Explain how specialization and voluntary exchange influence buyers and sellers.

- a. Explain how and why individuals and businesses specialize, including division of labor.
- b. Explain that both parties gain as a result of voluntary, non-fraudulent exchange.

SSEF4 Compare and contrast different economic systems and explain how they answer the three basic economic questions of what to produce, how to produce, and for whom to produce.

- a. Compare traditional, command, market, and mixed economic systems with regard to private ownership, profit motive, consumer sovereignty, competition, and government regulation.
- b. Analyze how each type of system answers the three economic questions and meets the broad social and economic goals of freedom, security, equity, growth, efficiency, price stability, full employment, and sustainability.
- c. Compare and contrast strategies for allocating scarce resources, such as by price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics.

SSEF5 Describe the roles of government in the United States economy.

- a. Explain why government provides public goods and services, redistributes income, protects property rights, and resolves market failures.
- b. Explain the effects on consumers and producers caused by government regulation and deregulation.

SSEF6 Explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.

- a. Define productivity as the relationship of inputs to outputs.
- b. Explain how investment in equipment and technology can lead to economic growth.
- c. Explain how investments in human capital (e.g., education, job training, and healthcare) can lead to a higher standard of living.
- d. Analyze, by means of a production possibilities curve: trade-offs, opportunity cost, growth, and efficiency.

Microeconomics

SSEMI1 Describe how households and businesses are interdependent and interact through flows of goods, services, resources, and money.

- a. Illustrate a circular flow diagram that includes the product market, the resource (factor) market, households, and firms.
- b. Explain the real flow of goods, services, resources, and money between and among households and firms.

SSEMI2 Explain how the law of demand, the law of supply, and prices work to determine production and distribution in a market economy.

- a. Define the law of supply and the law of demand.
- b. Distinguish between supply and quantity supplied, and demand and quantity demanded.
- c. Describe the role of buyers and sellers in determining market clearing price (i.e. equilibrium).
- d. Illustrate on a graph how supply and demand determine equilibrium price and quantity.
- e. Identify the determinants (shifters) of supply (e.g., changes in costs of productive resources, government regulations, number of sellers, producer expectations, technology, and education) and illustrate the effects on a supply and demand graph.
- f. Identify the determinants (shifters) of demand (e.g., changes in related goods, income, consumer expectations, preferences/tastes, and number of consumers) and illustrate the effects on a supply and demand graph.
- g. Explain and illustrate on a graph how prices set too high (e.g., price floors) create surpluses, and prices set too low (e.g., price ceilings) create shortages.

SSEMI3 Explain the organization and role of business and analyze the four types of market structures in the U.S. economy.

- a. Compare and contrast three forms of business organization—sole proprietorship, partnership, and corporation with regards to number of owners, liability, lifespan, decision-making, and taxation.
- b. Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and pure (perfect) competition with regards to number of sellers, barriers to entry, price control, and product differentiation.

Macroeconomics

SSEMA1 Illustrate the means by which economic activity is measured.

- a. Identify and describe the macroeconomic goals of steady economic growth, stable prices, and full employment.
- b. Define Gross Domestic Product (GDP) as the sum of Consumer Spending, Investment, Government Spending, and Net Exports (output expenditure model).
- c. Define unemployment rate, Consumer Price Index (CPI), inflation, real GDP, aggregate supply and aggregate demand and explain how each is used to evaluate the macroeconomic goals from SSEMA1a.
- d. Give examples of who benefits and who loses from unanticipated inflation.
- e. Identify seasonal, structural, cyclical, and frictional unemployment.
- f. Define the stages of the business cycle, including: peak, contraction, trough, recovery/expansion as well as recession and depression.

SSEMA2 Explain the role and functions of the Federal Reserve System.

- a. Explain the roles/functions of money as a medium of exchange, store of value, and unit of account/standard of value.
- b. Describe the organization of the Federal Reserve System (12 Districts, Federal Open Market Committee (FOMC), and Board of Governors).
- c. Define monetary policy.
- d. Define the tools of monetary policy including reserve requirement, discount rate, open market operations, and interest on reserves.
- e. Describe how the Federal Reserve uses the tools of monetary policy to promote its dual mandate of price stability and full employment, and how those affect economic growth.

SSEMA3 Explain how the government uses fiscal policy to promote price stability, full employment, and economic growth.

- a. Define fiscal policy.
- b. Explain the effect on the economy of the government's taxing and spending decisions in promoting price stability, full employment, and economic growth.
- c. Explain how government budget deficits or surpluses impact national debt.

International

SSEIN1 Explain why individuals, businesses, and governments trade goods and services.

- a. Define and distinguish between absolute advantage and comparative advantage.
- b. Explain that most trade takes place because of comparative advantage in the production of a good or service.
- c. Define balance of trade, trade surplus, and trade deficit.

SSEIN2 Explain why countries sometimes erect trade barriers and sometimes advocate free trade.

- a. Define trade barriers such as tariffs, quotas, embargoes, standards, and subsidies.
- b. Identify costs and benefits of trade barriers to consumers and producers over time.
- c. Describe the purpose of trading blocs such as the EU, NAFTA, and ASEAN.
- d. Evaluate arguments for and against free trade.

SSEIN3 Explain how changes in exchange rates can have an impact on the purchasing power of groups in the United States and in other countries.

- a. Define exchange rate as the price of one nation's currency in terms of another nation's currency.
- b. Interpret changes in exchange rates, in regards to appreciation and depreciation of currency.
- c. Explain why some groups benefit and others lose when exchange rates change.

Personal Finance

SSEPF1 Apply rational decision making to personal spending and saving choices.

- a. Use a rational decision making model to evaluate the costs and benefits of post-high school life choices (i.e., college, technical school, military enlistment, workforce participation, or other option).
- b. Create a budget that includes a savings or financial investment plan for a future goal.

SSEPF2 Explain that banks and other financial institutions are businesses that channel funds from savers to investors.

- a. Compare services offered by different financial institutions, including banks, credit unions, payday lenders, and title pawn lenders.
- b. Explain reasons for the spread between interest charged and interest earned.
- c. Give examples of the direct relationship between risk and return.
- d. Evaluate the risk and return of a variety of savings and investment options, including: savings accounts, certificates of deposit, retirement accounts, stocks, bonds, and mutual funds.

SSEPF3 Explain how changes in taxation can have an impact on an individual's spending and saving choices.

- a. Define progressive, regressive, and proportional taxes.
- b. Explain how an increase in sales tax affects different income groups.
- c. Explain the impact of property taxes on individuals and communities.

SSEPF4 Evaluate the costs and benefits of using credit.

- a. Describe factors that affect credit worthiness and the ability to receive favorable interest rates including character (credit score), collateral, and capacity to pay.
- b. Compare interest rates on loans and credit cards from different institutions.
- c. Define annual percentage rate and explain the difference between simple and compound interest rates, as well as fixed and variable interest rates.

SSEPF5 Describe how insurance and other risk-management strategies protect against financial loss.

- a. List and describe various types of insurance such as automobile, health, life, disability, and property.
- b. Explain the costs and benefits associated with different types of insurance, including deductibles, premiums, shared liability, and asset protection.

SSEPF6 Describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace, including positive work ethics, punctuality, time management, teamwork, communication skills, and good character.
- b. Explore job and career options and explain the significance of investment in education, training, and skill development as it relates to future earnings.

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11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND
TECHNICAL SUBJECTS GRADES 9-10 (WHST)**

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Personal Financial Literacy

SSPFL1 Evaluate various sources of income and analyze variables that affect a person's income.

- a. Analyze income as a scarce resource that must be allocated.
- b. Compare different types of income including hourly wages, salary, tips, independent contractor services (Form 1099), dividends, and capital gains.
- c. Analyze how career choice, education, skills, and economic conditions are related to income and levels of unemployment.
- d. Describe how income taxes affect disposable income.
- e. Review and complete a sample federal individual income tax form 1040EZ or 1040A.
- f. Describe the basic components of a pay-stub including gross pay, net pay, and common deductions (i.e. federal and state income tax, Federal Insurance Contributions Act (FICA – which includes Social Security and Medicare), and elective deductions like insurance and tax-deferred savings).

SSPFL2 Describe how budgeting and actively reviewing finances can be used to allocate scarce income.

- a. Explain the importance of setting short-term, medium-term, and long-term savings goals.
- b. Differentiate between needs and wants.
- c. Analyze the basic components of a personal budget including income, expenses, and savings.
- d. Explain how to reconcile a checking account, either online or on paper, including how to account for transactions that have not been posted (i.e. checks or weekend debit card transactions).
- e. Describe overdraft fees including why they are assessed and how to avoid them.
- f. Explain the concept of net worth.

SSPFL3 Evaluate different methods for paying for goods and services.

- a. Describe advantages and disadvantages of paying for goods and services with cash, checks, debit cards, credit cards, and other options.
- b. Compare and contrast debit, credit, and prepaid cards in terms of how they work, acceptability, and the costs associated with each.
- c. Explain how to avoid fees when using debit, credit, and pre-paid cards.
- d. Explain the major consumer protections related to debit, credit, and pre-paid cards, especially if they are lost or stolen.

SSPFL4 Evaluate alternatives for life after high school including college, technical school, internships, working, military, doing nothing (taking a “gap year”), traveling, or other options.

- a. Use a rational decision making model to identify the most appropriate alternative from the options in SSPFL3.
- b. Describe opportunity cost as it relates to the options in SSPFL3.
- c. Evaluate costs and benefits of various ways to pay for post-high school life including scholarships, employment, work-study programs, loans, grants, savings, prior investments, and other options.
- d. Review and complete a sample Free Application for Federal Student Aid (FAFSA) form.

SSPFL5 Describe the importance of credit and having a favorable credit score.

- a. Define credit and interest rates.
- b. Describe factors that affect credit worthiness and the ability to receive favorable interest rates including character (credit score), collateral, and capacity to pay.
- c. Describe the basic components of a credit score including payment history, debt to income ratio, amount owed, length of credit history, types of credit used, amount of available credit, and recent credit applications.
- d. Describe different ways financial institutions, employers, and other parties use credit reports and credit scores.
- e. Describe how to access one’s credit report and credit score.
- f. Analyze and evaluate a sample credit report.
- g. Explain how to begin building a good credit history at an early age.
- h. Explain causes of personal bankruptcy and describe consequences of declaring bankruptcy.

SSPFL6 Analyze the purpose and functions of various financial institutions.

- a. Analyze services offered by different financial institutions including banks, credit unions, payday lenders, and title pawn lenders.
- b. Explain that some financial institutions are for profit and others are non-profit and how that affects the lending behavior of the institution.
- c. Compare the benefits and drawbacks of different financial institutions including banks, credit unions, payday lenders, and title pawn lenders.
- d. Describe difficulties “unbanked” people face; including lack of security, difficulties securing financial services, and increased financial cost compared to using traditional financial institutions.

SSPFL7 Explain how interest rates affect various consumer decisions.

- a. Explain how actions taken by the Federal Reserve System affect interest rates.
- b. Compare interest rates on loans and credit cards from different institutions including banks, credit unions, pay-day loan facilities, and title-pawn.
- c. Define annual percentage rate and analyze how different interest rates can affect monthly payments on loans.
- d. Explain the difference between simple and compound interest and the difference between fixed and variable interest.
- e. Define nominal and real returns and explain how inflation affects savings and investment accounts earning interest.

SSPFL8 Evaluate reasons for and various methods of investment.

- a. Evaluate the risk and return of a variety of savings and investment options including savings accounts, certificates of deposit, stocks, bonds, and mutual funds.
- b. Explain the advantages of using tax-advantaged retirement planning including a traditional Individual Retirement Account (IRA), a Roth IRA, a myRA, and a company 401K or 403b.
- c. Describe the importance of diversification investing.
- d. Describe the differences in strategies used for long-term investing vs. short term investing.

SSPFL9 Describe how insurance and other risk-management strategies protect against financial loss.

- a. Define insurance as an agreement where one party agrees to pay for another's damage or loss in exchange for payment.
- b. Define risk as it relates to various assets (i.e. your person, property, or investments).
- c. Describe various types of insurance including automobile, health, life (whole and term), disability, and property.
- d. Review and describe the basic components of a sample automobile, health, and property insurance policy.
- e. Analyze different methods for obtaining health insurance including through an employer, private purchase, Consolidated Omnibus Budget Reconciliation Act (COBRA), and through various health insurance exchanges.
- f. Analyze the costs and benefits associated with different types of insurance, including co-pays, deductibles, premiums, shared liability, and asset protection.
- g. Define insurability and explain why insurance rates can vary.

SSPFL10 Describe how government taxing and spending decisions affect consumers.

- a. Define progressive, regressive, and proportional taxes.
- b. Analyze the purpose of different types of taxes including income, property, sales, excise, and capital gains.
- c. Explain how an increase in sales tax affects different income groups.
- d. Describe government programs designed to provide assistance to low income individuals such as the Supplemental Nutrition Assistance Program (SNAP) (including the special program for Women, Infants, and Children (WIC)), Medicaid, State Children's Health Insurance Program (SCHIP), and public housing.
- e. Explain how unemployment insurance is provided by federal and state governments.

SSPFL11 Explain and evaluate various forms of consumer protection.

- a. Describe the roles of the Securities and Exchange Commission (SEC), Federal Trade Commission (FTC), National Credit Union Association (NCUA), Federal Deposit Insurance Corporation (FDIC), and the Consumer Financial Protection Bureau (CFPB) in protecting consumers.
- b. Compare different methods for lodging consumer complaints (e.g., Better Business Bureau, usa.gov/consumer-complaints, direct contact with business).
- c. Explain the primary purpose of important consumer legislation including the Truth in Lending Act, Fair Debt Collection Practices Act, Fair Credit Reporting Act, and the Dodd-Frank Act.

SSPFL12 Explain sources of and protection against identity theft.

- a. Describe common ways identity theft happens including dumpster diving, skimming, phishing, stealing, and hacking.
- b. Analyze ways to protect yourself from identity theft including shredding important documents, not opening attachments to unknown emails, not revealing personal information over the phone or email, using secure networks, regularly checking your credit score, and changing passwords on accounts.
- c. Describe steps that should be taken if a person is the victim of identity theft including getting replacement credit cards, freezing credit histories, alerting appropriate officials, and changing passwords.
- d. Describe the basic characteristics of investment scams such as Ponzi schemes, pump and dumps, and "advance fee" scams and how to avoid them.

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Psychology

Psychology is the scientific study of behavior and mental processes. It is a unique science that often necessitates the use of special measurements and research methods. The course has four sections: psychological foundations and research, biological foundations, change in behavior and cognition, and variability of behavior among individual and groups.

Psychology Foundations and Research

SSPFR1 Explain selected historical and contemporary perspectives and practices of psychologists.

- a. Define the field of psychology.
- b. Identify key figures and their perspectives in the history of the field of psychology: include Wundt, Freud, Skinner, James, Watson, Rogers, Bandura, and Pavlov.
- c. List and describe the major occupations and subfields of psychology.

SSPFR2 Explain the research methods and the types of statistics used in the field of psychology.

- a. Explain how psychologists conduct research to describe, explain, predict, and control behavior.
- b. Describe the types of research methods used by psychologists, include: experiment, survey, case study, and observation.
- c. Identify the basic elements of an experiment, include: independent and dependent variables, types of experimental control (blind/double-blind procedures, placebo controls).
- d. Explain the differences between a correlation and an experiment.
- e. Classify the types and uses of statistics in psychological research, include: descriptive statistics.
- f. Interpret graphic data representations.
- g. Explain ethical issues in psychological research.

Biological Foundations

SSPBF1 Explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.

- a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior, include: central (brain and spinal cord) and peripheral [autonomic (sympathetic and parasympathetic) and somatic].
- b. Identify the components and function of a neuron.
- c. Explain the process of neurotransmission, include: action potentials and synaptic transmission.
- d. Identify the major structures and functions of the brain.
- e. Describe the methods used to analyze neural form and function: include the MRI, fMRI, PET, CAT, and EEG.
- f. Examine the role of genetics in the development of behaviors.

SSPBF2 Compare different states of consciousness.

- a. Identify altered states of consciousness, include: sleeping, dreaming, hypnosis, meditation, biofeedback, and mind-altering substances.
- b. Describe the sleep cycle and circadian rhythm.
- c. Explain theories of sleeping and dreaming.
- d. Investigate the validity of hypnosis.
- e. Analyze the physical and psychological issues associated with addiction.
- f. Explain how the major drug classes (stimulants, depressants, and hallucinogens) affect neurotransmission and behaviors.

SSPBF3 Discuss the components of stress.

- a. Categorize and explain the different physiological and psychological reactions to stress.
- b. Identify strategies to deal with stress that promote health, include: coping strategies and behavioral modification.

SSPBF4 Describe how the physical world is translated into a psychological experience.

- a. Describe the basic structures of the eye and ear, the associated neural pathways, and the process of sensory transduction.
- b. Recognize causes which can lead to hearing and vision deficits: include environmental causes, aging, genetics, diet, disease, and trauma.
- c. Describe the major theories associated with visual and auditory sensation and perception: include threshold theory, opponent process theory, trichromatic theory of vision, frequency theory, volley theory and place theory of hearing.
- d. Identify additional senses, include: smell, taste and touch.
- e. Analyze different perceptual illusions and describe why illusions are important for our understanding of perception.
- f. Compare top-down and bottom-up processing.

SSPBF5 Identify major theories and concepts related to motivation and emotion.

- a. Compare and contrast the biological, cognitive/learning, and humanistic perspectives of motivation.
- b. Compare and contrast theories of emotion, include: James-Lange, Cannon-Bard, and Singer-Schachter's Two Factor.

Change in Behavior and Cognition

SSPBC1 Identify the characteristics of and major approaches to learning.

- a. Identify learning as a relatively permanent change in behavior based on experience.
- b. Explain the behavioral approach to learning.
- c. Compare and contrast the paradigms of classical and operant conditioning.
- d. Describe changes in behavior using the social learning theory.

SSPBC2 Analyze key concepts associated with information processing and memory.

- a. Describe the components of the human information processing system, include: sensory memory, attention, short term memory (working memory), encoding, long term memory, and retrieval.
- b. Evaluate strategies that enhance memory, include: mnemonics, maintenance rehearsal, and elaborative rehearsal.
- c. Analyze theories of forgetting, include, encoding failure, decay, proactive/retroactive interference, types of amnesia (retrograde, anterograde, source, and infantile).
- d. Explain the phenomena involved in problem solving and decision-making, include: heuristics, algorithms, biases, expectancies, and mental set.

SSPBC3 Describe behavioral, social, and cognitive changes from the prenatal period throughout the life span.

- a. Chart physical changes of a human being from conception through late adulthood.
- b. Explain the developmental models of Freud, Piaget, Kohlberg, and Erikson.
- c. Compare and contrast the theories of language and language acquisition, include: Chomsky, Skinner, and Whorf.
- d. Describe the role of critical periods in development.

Variability of Behavior among Individuals and Groups

SSPVB1 Analyze concepts related to the measurement, and nature of intelligence.

- a. Differentiate between general and multiple intelligences.
- b. Explain how intelligence may be influenced by heredity and environment.
- c. Evaluate the reliability, validity, and standardization of historical and contemporary intelligence tests.
- d. Evaluate the implications of measurement of intelligence on the individual and culture.
- e. Differentiate the levels of intelligence: include giftedness and intellectual disability.

SSPVB2 Evaluate theories of personality and assessment tools.

- a. Evaluate Psychodynamic Theory and its impact on contemporary psychology.
- b. Evaluate the Humanistic Perspective of personality.
- c. Analyze the purpose and theories of the Trait Perspective of personality.
- d. Analyze the Social-Cognitive Perspective of personality.
- e. Identify various personality assessment tools.

SSPVB3 Identify psychological disorders and treatment.

- a. Identify criteria that distinguish normal from disordered behavior, include: the criteria of distress, deviance, and dysfunction.
- b. Describe methods used to diagnose and assess psychological disorders, include: the current version of the *Diagnostic and Statistical Manual*, the MMPI, and projective tests.
- c. Analyze various psychological disorders and identify appropriate treatments, include: anxiety disorders, bipolar and depressive disorders, personality disorders, somatic disorders, and schizophrenia.
- d. Analyze the challenges associated with labeling psychological disorders and the impact of diagnosis on patients.
- e. Compare the biomedical, psychoanalytical, cognitive, and behavioral and humanistic approaches to the treatment of psychological disorders.

Social Psychology

SSPSP1 Analyze the impact of the social environment on behaviors, and attitudes.

- a. Explain phenomena that result from the influence of the social environment on the individual and vice versa: include obedience, social facilitation, social loafing, bystander apathy, conformity such as Asch's experiment, groupthink, group polarization, and deindividuation.
- b. Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes.
- c. Explain the factors that contribute to affiliation and attraction, include: proximity, mere-exposure effect, and similarity.
- d. Analyze and evaluate the ethics of experimentation in social psychology, include: Milgram's experiment of obedience and Zimbardo's Stanford Prison Experiment.

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
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L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Sociology

This course is an introductory study in sociology, the study of social behavior and the organization of human society. Students will learn about the historical development of the field of sociology and the procedures for conducting research in sociology. Students will also learn the importance and role of culture, social structure, socialization, and social change in today's society.

Foundations and Research

SSSocFR1 Explain the origins of sociology, the sociological perspective, and how sociology relates to the other social sciences.

- a. Explain sociology, sociological perspective, and the sociological imagination.
- b. Describe the origins of sociology as a social science and the significance of its historical framework.
- c. Explain the relationship of sociology to the other social sciences.
- d. Identify careers where sociological knowledge is applicable.

SSSocFR2 Explain the research methodologies used in sociology.

- a. Identify the major research methods used in sociology.
- b. Explain how various methods are used to conduct research in sociology.
- c. Evaluate the strengths and weaknesses of the methods of sociological research.
- d. Explain the importance and influence of ethics in guiding research and data collection in sociology.

SSSocFR3 Explain the major theoretical perspectives in sociology.

- a. Explain and apply the theoretical perspectives of Structural Functionalism, Symbolic Interaction, and Conflict Theory.
- b. Compare and evaluate the theoretical perspectives of Structural Functionalism, Symbolic Interaction, and Conflict Theory.

Culture and Social Structure

SSSocC1 Explain the development and importance of culture.

- a. Describe how culture is a social construction.
- b. Identify the basic elements of culture.
- c. Explain the importance of culture as an organizing tool in society.
- d. Describe the components of culture to include language, symbols, norms, and values; also include material and non-material culture.

SSSocC2 Evaluate how cultures evolve over time.

- a. Explain cultural change and diversity include ethnocentrism, cultural relativism, folk culture, pop culture, counterculture, subculture, and culture shock.
- b. Analyze the impact of globalization on U.S. and other world cultures.

SSSocC3 Analyze social structure and interaction within society.

- a. Explain the components of social structure, include: status, role and social institutions.
- b. Describe and compare various types of societies.
- c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.
- d. Analyze the components, varieties, and functions of group dynamics, include: such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.
- e. Analyze the strengths and weaknesses of formal organizations and bureaucracies.

Socialization and Social Control

SSSocSC1 Explain the process of socialization.

- a. Identify and describe the roles and responsibilities of an individual in society.
- b. Analyze the individual development theories of Cooley and Mead.
- c. Identify and compare the stages of socialization, include: childhood, adolescence, adulthood, and death/dying.
- d. Evaluate the agents of socialization including family, peers, education, media, and religion.
- e. Analyze gender, race/ethnicity, and socio-economic status as contributing factors to individual socialization.

SSSocSC2 Analyze deviance in society.

- a. Explain the socially constructed nature of deviance.
- b. Explain the relationship of social control and power in society.
- c. Analyze the causes of deviant behavior.
- d. Explain the impact of deviance on society.

SSSocSC3 Analyze the impact of social control on deviance in society.

- a. Explain theories of social control, include: control and labeling theories.
- b. Explain conformity in relationship to deviance and social control.
- c. Describe adaptation, cooperation, accommodation, and competition in the context of social control.

SSSocSC4 Analyze the function of social institutions as agents of social control across differing societies and times.

- a. Analyze the function of social institutions in society, include: family, education, religion, economy, government/politics, health care, and media.
- b. Evaluate the strengths and weaknesses of various social institutions.
- c. Evaluate other possible social institutions such as sports.
- d. Analyze the functions and inequalities of the criminal justice system in relationship to a society's construct of crime and punishment.
- e. Explain the role of total institutions.
- f. Analyze the re-socialization process.

Social Inequities and Change

SSSocIC1 Analyze forms of social inequality.

- a. Explain how unequal distribution of power and resources affects the life chances of individuals in that society.
- b. Analyze the sources and effects of stratification on the basis of social class, race and ethnicity, gender, age, and emotional, mental, and physical disabilities.
- c. Analyze the sources of global stratification and inequality.
- d. Evaluate the impact of global stratification and inequality on global relations.

SSSocIC2 Analyze social change processes in a society.

- a. Describe the various forms of collective behavior as factors of social change.
- b. Explain the impact of globalization on social change.
- c. Evaluate the impact of technology on social change.
- d. Analyze the impact of demographic changes and changes in settlement patterns on a society.

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

United States History

The high school United States history course provides students with a survey of major events and themes in United States history. The course begins with English settlement and concludes with significant developments in the early 21st Century.

SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century.

- a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.
- b. Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- c. Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.
- d. Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development.

SSUSH2 Describe the early English colonial society and investigate the development of its governance.

- a. Describe European cultural diversity including the contributions of different ethnic and religious groups.
- b. Describe the Middle Passage, the growth of the African population and their contributions, including but not limited to architecture, agriculture, and foodways.
- c. Describe different methods of colonial self-governance in the period of Salutary Neglect
- d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

SSUSH3 Analyze the causes of the American Revolution.

- a. Explain how the French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution.
- b. Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence.
- c. Explain the importance of Thomas Paine's *Common Sense* to the movement for independence.

SSUSH4 Analyze the ideological, military, social, and diplomatic aspects of the American Revolution.

- a. Investigate the intellectual sources, organization, and argument of the Declaration of Independence including the role of Thomas Jefferson and the Committee of Five.
- b. Explain the reason for and significance of the French alliance and other foreign assistance including the diplomacy of Benjamin Franklin and John Adams.
- c. Analyze George Washington as a military leader, including but not limited to the influence of Baron von Steuben, the Marquis de LaFayette, and the significance of Valley Forge in the creation of a professional military.
- d. Investigate the role of geography at the Battles of Trenton, Saratoga, and Yorktown.
- e. Examine the roles of women, American Indians, and enslaved and free Blacks in supporting the war effort.
- f. Explain the significance of the Treaty of Paris, 1783.

SSUSH5 Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- a. Examine the strengths of the Articles of Confederation, including but not limited to the Land Ordinance of 1785, Northwest Ordinance of 1787 and their influence on westward migration, slavery, public education, and the addition of new states.
- b. Evaluate how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.
- d. Evaluate the major arguments of the Anti-Federalists and Federalists during the debate on ratification of the Constitution, *The Federalist Papers*, and the roles of Alexander Hamilton and James Madison.
- e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.

SSUSH6 Analyze the challenges faced by the first five presidents and how they responded.

- a. Examine the presidency of Washington, including the precedents he set.
- b. Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800.
- c. Explore Jefferson's expansion of presidential power including the purchase and exploration of the Louisiana Territory.
- d. Explain James Madison's presidency in relation to the War of 1812 and the war's significance in the development of a national identity.
- e. Explain James Monroe's presidency in relation to the Monroe Doctrine.

SSUSH7 Investigate political, economic, and social developments during the Age of Jackson.

- a. Explain Jacksonian Democracy, including expanding suffrage, the Nullification Crisis and states' rights, and the Indian Removal Act.
- b. Explain how the North, South, and West were linked through industrial and economic expansion including Henry Clay and the American System.
- c. Explain the influence of the Second Great Awakening on social reform movements, including temperance, public education, and women's efforts to gain suffrage.
- d. Explain how the significance of slavery grew in American politics including slave rebellions and the rise of abolitionism.

SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil War.

- a. Explain the impact of the Missouri Compromise on the admission of states from the Louisiana Territory.
- b. Examine James K. Polk's presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon.
- c. Analyze the impact of the Mexican War on growing sectionalism.
- d. Explain how the Compromise of 1850 arose out of territorial expansion and population growth.
- e. Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, *Scott v. Sanford*, John Brown's Raid on Harper's Ferry, and the election of 1860 as events leading to the Civil War.

SSUSH9 Evaluate key events, issues, and individuals related to the Civil War

- a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.
- b. Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses.
- c. Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles.

SSUSH10 Identify legal, political, and social dimensions of Reconstruction.

- a. Compare and contrast Presidential Reconstruction with Congressional Reconstruction, including the significance of Lincoln's assassination and Johnson's impeachment.
- b. Investigate the efforts of the Bureau of Refugees, Freedmen, and Abandoned Lands (the Freedmen's Bureau) to support poor whites, former slaves, and American Indians.
- c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.
- d. Explain the Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.
- e. Analyze how the Presidential Election of 1876 marked the end of Reconstruction.

SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.

- a. Explain the effects of railroads on other industries, including steel and oil.
- b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.
- c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.
- d. Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.
- e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.

SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.

- a. Examine the construction of the transcontinental railroad including the use of immigrant labor.
- b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
- c. Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.

SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.

- a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- b. Examine and explain the roles of women in reform movements.
- c. Connect the decision of *Plessy v. Ferguson* to the expansion of Jim Crow laws and the formation of the NAACP.
- d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century.

- a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
- b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
- b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- c. Explain Wilson’s Fourteen Points and the debate over U.S. entry into the League of Nations.

SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.

- a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Describe the effects of the Eighteenth and Nineteenth Amendments.
- c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- d. Describe the impact of radio and movies as a unifying force in the national culture.
- e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

SSUSH17 Analyze the causes and consequences of the Great Depression.

- a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
- c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

- a. Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.
- b. Explain the passage of the Social Security Act as a part of the second New Deal.
- c. Analyze political challenges to Roosevelt’s leadership and New Deal programs.
- d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.

SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

- a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
- b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.
- c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.
- d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.
- e. Examine Roosevelt’s use of executive powers including the integration of defense industries and the internment of Japanese-Americans.

SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations.

- a. Analyze the international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War.
- b. Connect major domestic issues to their social effects including the G.I. Bill, Truman’s integration policies, McCarthyism, the National Interstate and Defense Highways Act, and *Brown v. Board of Education*.
- c. Examine the influence of Sputnik on U.S. technological innovations and education.

SSUSH21 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Kennedy and Johnson administrations

- a. Analyze the international policies and actions taken as a response to the Cold War including U.S. involvement in Cuba and the escalation of the war in Vietnam as a result of the Gulf of Tonkin Resolution.
- b. Connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson's Great Society, following the assassination of John F. Kennedy.
- c. Describe the impact of television on American culture including the presidential debates (Kennedy/Nixon, 1960), news coverage of the Civil Rights Movement, the moon landing, and the war in Vietnam.
- d. Investigate the growth, influence, and tactics of civil rights groups, Martin Luther King, Jr., the Letter from Birmingham Jail, the I Have a Dream Speech, and Cesar Chavez.
- e. Describe the social and political turmoil of 1968 including the reactions to assassinations of Martin Luther King, Jr., and Robert F. Kennedy, the Tet Offensive, and the presidential election.

SSUSH22 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Nixon, Ford, and Carter administrations.

- a. Analyze the international policies and actions taken as a response to the Cold War including the opening of and establishment of diplomatic relations with China, the end of U.S. involvement in Vietnam, the War Powers Act, the Camp David Accords, and Carter's response to the 1979 Iranian Revolution and hostage crisis.
- b. Connect major domestic issues to their social effects including the creation of the Environmental Protection Agency, the emergence of the National Organization for Women, Nixon's resignation due to the Watergate scandal, and his pardon by Ford.

SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations.

- a. Analyze challenges faced by recent presidents including the collapse of the Soviet Union, Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism.
- b. Examine economic policies of recent presidents including Reaganomics.
- c. Examine the influence of technological changes on society including the personal computer, the Internet, and social media.
- d. Examine the historic nature of the presidential election of 2008.

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND
TECHNICAL SUBJECTS GRADES 9-10 (WHST)**

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

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**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND
TECHNICAL SUBJECTS GRADES 11-12 (WHST)**

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

World Geography

The world geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on the earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development.

Physical Geography

SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

- a. Identify and describe climates and locations of major physical features of North America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Mississippi River System, the Appalachian and Rocky Mountains, and the Canadian Shield.
- b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas.
- c. Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers.
- d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.
- e. Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea.
- f. Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.
- g. Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert.
- h. Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns.

Cultural Geography

SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.

- a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.
- b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).
- c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.
- d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).
- e. Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices).

Political Geography

SSWG3 Evaluate how cooperation and conflict among people influence the division and control of the earth's surface.

- a. Explain why political boundaries are created and why they change (e.g., nation, state vs. nation-state; political vs. ethnic sovereignty; the unrecognized states of Palestine, Kosovo, and Taiwan).
- b. Explain how geography (size, shape, and relative location) can be an advantage or disadvantage to participation in global exchange (e.g., Chile, Indonesia, Russia, Canada, South Africa/Lesotho, Turkey, and Switzerland).
- c. Explain the causes of external and internal conflicts among cultural groups, including but not limited to ongoing border disputes and separatist movements (e.g., partition of India, post-colonial Africa, and independence movements of the Scots, Kurds, and Basques).
- d. Explain how political, economic, and social networks and organizations of global power influence places, countries, and regions (e.g., United Nations, NAFTA, African Union, the European Union, the Association of Southeast Asian Nations, 1961 Antarctica Treaty, Non-Governmental Organizations, and social media).

Population Geography

SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface.

- a. Assess demographic patterns of population using graphs, maps, and other models (e.g., Demographic Transition Model, population density maps, and global migration patterns).
- b. Analyze population issues in reference to pro and anti-natal policies of different countries and their effects on population characteristics (e.g., China's natalist policy, maternity/paternity leave policies, and child subsidies).
- c. Explain how push and pull factors contribute to human migration patterns and evaluate the impact of migration on the use of resources and provision of services (e.g., guest workers, refugees, and evacuees).
- d. Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., quotas, amnesty, resettlement programs, and official language laws).

Environmental Geography

SSWG5 Analyze human interactions with the world's environments.

- a. Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO's).
- b. Analyze the impact of water insecurity around the world (e.g., drought, desertification, water rights, and depletion of the Aral Sea).
- c. Analyze the economic, political and environmental impacts associated with industrialization and natural resource management around the world (e.g., fracking, strip mining, building of dams and reservoirs, deforestation, sustainable development, and renewable vs. non renewable resources).
- d. Analyze international and varied local governmental responses to natural disasters in countries around the world (e.g., hurricanes, earthquakes, and tsunamis).
- e. Evaluate how global trade systems impact environmental sustainability in both importing and exporting countries (e.g., plantation farming in Africa and Central/South America, overfishing of global waterways, and international lumber trade).

Economic Geography

SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.

- a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).
- b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).
- c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).
- d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).
- e. Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

**WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND
TECHNICAL SUBJECTS GRADES 11-12 (WHST)**

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

World History

The high school world history course provides students with a comprehensive, intensive study of major events and themes in world history. Students begin with a study of the earliest civilizations worldwide and continue to examine major developments and themes in all regions of the world. The course culminates in a study of change and continuity and globalization at the beginning of the 21st century.

SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.

- a. Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology.
- b. Describe the societies of India and China, include: religion, culture, economics, politics, and technology.
- c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.
- d. Identify the Bantu migration patterns and contribution to settled agriculture.
- e. Explain the rise of the Olmecs.

SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.

- a. Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.
- b. Describe the development of Chinese civilization under Zhou, Qin, and Han.
- c. Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.
- d. Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade.

SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.

- a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.
- b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.
- c. Analyze the impact of Greek and Roman culture, politics, and technology.
- d. Describe polytheism in the Greek and Roman world.
- e. Explain the origins and diffusion of Christianity in the Roman world.
- f. Analyze the factors that led to the collapse of the Western Roman Empire.

SSWH4 Analyze impact of the Byzantine and Mongol empires.

- a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.
- b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.
- c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.
- d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.
- e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.

- a. Analyze the origins of Islam and the growth of the Islamic Empire.
- b. Understand the reasons for the split between Sunni and Shi'a Muslims.
- c. Assess the economic impact of Muslim trade routes to India, China, Europe and Africa.
- d. Identify the contributions of Islamic scholars in science, math, and geography
- e. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.

- a. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca.
- b. Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities.
- c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.

SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.

- a. Explain the manorial system and feudal relationships, include: the status of peasants and feudal monarchies and the importance of Charlemagne.
- b. Explain the political impact of Christianity and the role of the church in medieval society.
- c. Describe how increasing trade led to the growth of towns and cities, include: the impact of the Bubonic Plague.
- d. Describe the causes and impact of the Crusades on the Islamic World and Europe.

SSWH8 Describe the diverse characteristics of societies in Central and South America.

- a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.
- b. Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology.

SSWH9 Analyze change and continuity in the Renaissance and Reformation.

- a. Explain the social, economic, and political changes that contributed to the rise of Florence.
- b. Identify artistic and scientific achievements of the Renaissance.
- c. Explain the main characteristics of humanism.
- d. Explain the importance of Gutenberg and the invention of the printing press.
- e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.
- g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.

- a. Explain the roles of explorers and conquistadors.
- b. Analyze the global, economic, and cultural impact of the Columbian Exchange.
- c. Explain the role of improved technology in exploration.
- d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.

- a. Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.
- b. Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.

SSWH12 Describe the development and contributions of the Ottoman, Safavid, and Mughal empires.

- a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.
- b. Describe the cultural contributions of the Ottoman, Safavid, and Mughal Empires.

SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.

- a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.
- b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.

SSWH14 Analyze the Age of Revolutions.

- a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.
- b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).
- c. Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe.

SSWH15 Describe the impact of industrialization and urbanization.

- a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.
- b. Examine the political and economic ideas of Adam Smith and Karl Marx.
- c. Examine the social impact of urbanization, include: women and children.

SSWH16 Analyze the rise of nationalism and worldwide imperialism.

- a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.
- b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.
- c. Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.

SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.

- a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism.
- b. Describe conditions on the war front for soldiers, include: new technology and war tactics.
- c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.
- d. Analyze the destabilization of Europe in the collapse of the great empires.

SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.

- a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- c. Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.
- d. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.

SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres.
- b. Identify Nazi ideology and policies that led to the Holocaust and its consequences.
- c. Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.
- d. Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.

SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- a. Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- b. Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- d. Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

SSWH21 Examine change and continuity in the world since the 1960s.

- a. Identify ethnic conflicts and new nationalisms, include: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
- b. Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.
- c. Analyze terrorism as a form of warfare in the contemporary world.
- d. Examine the rise of women as major world leaders, include: Golda Meir, Indira Gandhi, and Margaret Thatcher.

SSWH22 Analyze globalization in the contemporary world.

- a. Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
- b. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
- c. Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.

Map and Globe Skills

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I

Information Processing Skills

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

Clarification for Literacy Standards in High School:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 9-10
➤ Key Ideas and Details
L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
➤ Craft and Structure
L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis
L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
➤ Integration of Knowledge and Ideas
L9-10RHSS7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author's claims.
L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.
➤ Range of Reading and Level of Text Complexity
L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)

➤ **Text Types and Purposes**

L9-10WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L9-10WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L9-10WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L9-10WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

➤ **Research to Build and Present Knowledge**

L9-10WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADE 11-12

➤ Key Ideas and Details

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

➤ Craft and Structure

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

L11-12RHSS5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

L11-12RHSS6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

➤ Integration of Knowledge and Ideas

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

L11-12RHSS8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

➤ Range of Reading and Level of Text Complexity

L11-12RHSS10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

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WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)

➤ **Text Types and Purposes**

L11-12WHST1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

L11-12WHST3: (See note; not applicable as a separate requirement)

➤ **Production and Distribution of Writing**

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L11-12WHST6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

➤ **Research to Build and Present Knowledge**

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

➤ **Range of Writing**

L11-12WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Spanish for Native Speakers Level I

Course Description

Designed for heritage learners of Spanish, this course can accommodate students from a wide range of backgrounds, from those who are minimally functional (can comprehend Spanish but are not able to speak fluently, read or write) to those who are more proficient and/or literate in Spanish. The recommended entrance requirement for the Spanish for Native Speakers I is the Intermediate-Mid level of proficiency in listening comprehension on the ACTFL scale. It is not necessary that students speak or write at the Intermediate level prior to entering the course.

This course focuses on the development of communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also develop an awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

During this course, students will gain confidence using Spanish to express their own thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities.

Because heritage speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional middle or high school programs) or during one semester (e.g., 4 x 4 block schedule). The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language.

By the end of the Spanish for Native Speakers I course, students should exhibit Intermediate-Mid level proficiency in listening, speaking, reading and writing, and some students may attain Intermediate-High proficiency or above (ACTFL Proficiency Guidelines, 1999).

Georgia Performance Standards for Spanish for Native Speakers Level I

Standards with Elements

Communication in the Interpersonal Mode

- SNS1.IP1 Exchange a variety of oral and written information and ideas in Spanish on topics related to contemporary events and issues, utilizing cultural references where appropriate.
- A. Express needs and desires.
 - B. Share emotions and preferences.
 - C. Elicit and express opinions and information.
 - D. Exchange personal reactions to spoken and written information related to Hispanic cultures.
- SNS1. IP2 Initiate, sustain, and close oral and written exchanges in Spanish, applying familiar vocabulary and structures to new situations.
- A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.
 - B. Exchange ideas clearly using level-appropriate language.
 - C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
 - D. Use self-correction.
 - E. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.

Communication in the Interpretive Mode

- SNS1.INT1 Comprehend spoken and written language on new and familiar topics presented through a variety of media in Spanish, including authentic materials.
- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
 - B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages.
 - C. Comprehend and react to current events and issues presented through print and electronic media.
 - D. Understand connected discourse.
 - E. Expand knowledge of academic vocabulary in Spanish.
 - F. Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension.

Georgia Performance Standards for Spanish for Native Speakers Level I

Communication in the Presentational Mode

- SNS1.P1 Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse.
- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
 - B. Produce extended oral presentations using visual and technological support as appropriate.
 - C. Write organized compositions using visual and technological support as appropriate.
 - D. Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
- SNS1.P2 Present student-created as well as culturally authentic stories, poems, and/or skits in Spanish.
- A. Prepare and present Hispanic poetry, skits or stories.
 - B. Prepare and present organized original essays, poetry, skits or stories in Spanish.

Cultural Perspectives, Practices, and Products

- SNS1.PPP1 Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures and how they are interrelated.
- A. Participate in cultural events.
 - B. Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
 - C. Identify and evaluate contributions of Hispanic cultures to the modern world.
 - D. Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
 - E. Research and report on the history and development of Hispanic cultures and communities.

Connections, Comparisons, and Communities

- SNS1.CCC1 Reinforce and broaden knowledge of connections between Spanish and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.
- A. Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
 - B. Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
 - C. Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

Georgia Performance Standards for Spanish for Native Speakers Level I

- SNS1.CCC2 Investigate the similarities and differences that exist within and among Spanish-speaking cultures.
- A. Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.
 - B. Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
 - C. Recognize and discuss local, regional, and national differences in Spanish-speaking countries, i.e., political organization, history, economic development, etc.
- SNS1.CCC3 Expand knowledge of the English language through the study and analysis of the Spanish language.
- A. Compare linguistic elements of Spanish and English, such as the different structures used to express time, tense, and mood, as well as popular idioms.
 - B. Identify and use cognates to expand academic vocabulary in Spanish and English.
- SNS1. CCC4 Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
- A. Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
 - B. Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
 - C. Identify career paths that require bilingualism.

Georgia Performance Standards for Spanish for Native Speakers Level I

Skills and Suggested Themes for Spanish for Native Speakers

Typical heritage learners of Spanish will exhibit varying levels of proficiency. The following lists should serve as a guide for instruction. Note that the Skills Developed List is referenced to the Georgia Performance Standards, which may be used for further clarification. Local curricula may vary with respect to topics listed.

Skills developed in SNS I:

SNS1.IP1A	Express needs and desires.
SNS1.IP1B	Share emotions and preferences.
SNS1.IP1C	Elicit and express opinions and information.
SNS1.IP1D	Exchange personal reactions to spoken and written information related to Hispanic cultures.
SNS1.IP2A	Participate in extended oral and written activities using the appropriate tenses and discourse structures.
SNS1.IP2B	Exchange ideas clearly using level-appropriate language.
SNS1.IP2C	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
SNS1.IP2D	Use self-correction.
SNS1.IP2E	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.
SNS1.INT1A	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
SNS1.INT1B	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages.
SNS1.INT1C	Comprehend and react to current events and issues presented through print and electronic media.
SNS1.INT1D	Understand connected discourse.
SNS1.INT1E	Expand knowledge of academic vocabulary in Spanish.
SNS1.INT1F	Demonstrate Intermediate-Mid to Intermediate-High proficiency in listening, viewing and reading comprehension.
SNS1.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
SNS1.P1B	Produce extended oral presentations using visual and technological support as appropriate.
SNS1.P1C	Write organized compositions using visual and technological support as appropriate.
SNS1.P1D	Demonstrate Intermediate-Mid to Intermediate-High proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
SNS1.P2A	Prepare and present Hispanic poetry, skits or stories.
SNS1.P2B	Prepare and present organized original essays, poetry, skits or stories in Spanish.
SNS1.PPP1A	Participate in cultural events.
SNS1.PPP1B	Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
SNS1.PPP1C	Identify and evaluate contributions of Hispanic cultures to the modern world.
SNS1.PPP1D	Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
SNS1.PPP1E	Research and report on the history and development of Hispanic cultures and communities.

Georgia Performance Standards for Spanish for Native Speakers Level I

- SNS1.CCC1A** Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
- SNS1.CCC1B** Identify and discuss how topics studied in other subject areas relate to those studied in the target language class.
- SNS1.CCC1C** Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
- SNS1.CCC2A** Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.
- SNS1.CCC2B** Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
- SNS1.CCC2C** Recognize and discuss local, regional, and national differences in Spanish-speaking countries, i.e., political organization, history, economic development, etc.
- SNS1.CCC3A** Compare linguistic elements of Spanish and English, such as the different structures used to express time, tense, and mood, as well as popular idioms.
- SNS1.CCC3B** Identify and use cognates to expand academic vocabulary in Spanish and English.
- SNS1.CCC4A** Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
- SNS1.CCC4B** Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
- SNS1.CCC4C** Identify career paths that require bilingualism.

Suggested Topics for Spanish for Native Speakers I:

Teachers are encouraged to incorporate themes from previous levels. The degree of depth of instruction depends upon student ability and interest.

- Bilingual/Bicultural Identity
- Career and Business
- Communities
- Future Goals and Expectations
- Geography and Map Skills
- Health and Fitness
- History of Spanish-Speaking Countries and Communities
- Leisure
- Media and Technology
- Political Issues and Structures
- Pop Culture
- Relationships
- Socio-linguistic Stereotypes

Spanish for Native Speakers Level II

Course Description

This course is designed for heritage learners of Spanish who bring strong proficiency and literacy skills in Spanish, as well as for those who have completed Spanish for Native Speakers I. The recommended entrance requirement for the Spanish for Native Speakers II is the Intermediate-High level of proficiency in listening comprehension on the ACTFL scale, and Intermediate-Mid level of proficiency in reading, writing, and speaking.

This course focuses on the development of advanced communicative competence in reading, writing, speaking and listening and viewing, as well as on understanding Hispanic cultures and issues of identity of heritage speakers of Spanish in the United States. Students will also continue to develop awareness and understanding of Hispanic cultures, including language variation, customs, geography, history, and current events.

During this course, students will gain proficiency in using Spanish in increasingly complex ways to express thoughts on social and academic themes, interact with other speakers of the language, understand oral and written messages, make oral and written presentations, reflect on language variation, and critically view and evaluate media resources and web sites. Students will be able to understand material presented on a variety of topics related to contemporary events and issues in Hispanic communities.

Because heritage speakers of Spanish students may have widely varying educational backgrounds, teachers must adjust the vocabulary and content of this course to reflect developmentally appropriate interests. This course may be taught over one year (e.g., traditional middle or high school programs) or during one semester (e.g., 4 x 4 block schedule). The integration of technology is an important tool in accessing Spanish resources and materials that reinforce the acquisition of academic language.

By the end of the Spanish for Native Speakers II course, students should exhibit Advanced-Low level proficiency in listening, speaking, reading and writing (ACTFL Proficiency Guidelines, 1999).

Georgia Performance Standards for Spanish for Native Speakers Level II

Standards with Elements

Communication in the Interpersonal Mode

SNS2.IP1 Exchange a variety of oral and written information and ideas in Spanish on topics related to contemporary events and issues, utilizing cultural references where appropriate.

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.
- D. Exchange personal reactions to spoken and written information related to Hispanic cultures.

SNS2. IP2 Initiate, sustain, and close oral and written exchanges in Spanish, applying increasingly accurate vocabulary and structures.

- A. Participate in extended oral and written activities using the appropriate tenses and discourse structures.
- B. Exchange ideas clearly using level-appropriate language structures and vocabulary.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Advanced-Low proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.

Communication in the Interpretive Mode

SNS2.INT1 Comprehend authentic spoken and written language on new and familiar topics presented through a variety of media in Spanish.

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts.
- B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages.
- C. Comprehend and react to current events and issues presented through print and electronic media.
- D. Understand connected discourse.
- E. Expand knowledge of academic and content-specific vocabulary in Spanish.
- F. Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension.

Georgia Performance Standards for Spanish for Native Speakers Level II

G. Comprehend regional and other variations in spoken and written Spanish.

Communication in the Presentational Mode

- SNS2.P1 Present information in Spanish orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex discourse.
- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
 - B. Produce extended oral presentations using visual and technological support as appropriate.
 - C. Write organized compositions using visual and technological support as appropriate.
 - D. Demonstrate Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.
- SNS2.P2 Present student-created as well as culturally authentic stories, poems, and/or skits in Spanish.
- A. Prepare and present Hispanic poetry, skits or stories.
 - B. Prepare and present organized original essays, poetry, skits or stories in Spanish.

Cultural Perspectives, Practices, and Products

- SNS2.PPP1 Understand, describe, and discuss perspectives, practices, and products of Hispanic cultures, how they are interrelated, and how they differ.
- A. Participate in cultural events.
 - B. Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
 - C. Identify and evaluate contributions of Hispanic cultures to the modern world.
 - D. Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
 - E. Research and report on the history and development of Hispanic cultures and communities.

Connections, Comparisons, and Communities

- SNS2.CCC1 Reinforce and broaden knowledge of connections between Spanish and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

Georgia Performance Standards for Spanish for Native Speakers Level II

- A. Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
 - B. Identify and discuss how topics studied in other subject areas relate to those studied in Spanish class.
 - C. Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
- SNS2.CCC2 Investigate the similarities and differences that exist within and among Spanish-speaking cultures.
- A. Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.
 - B. Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
 - C. Recognize and discuss local, regional, and national differences in Spanish-speaking countries, i.e., political organization, history, economic development, etc.
- SNS2.CCC3 Expand knowledge of the English language through the study and analysis of the Spanish language.
- A. Compare linguistic elements of Spanish and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms.
 - B. Identify and use cognates to expand academic vocabulary in Spanish and English.
- SNS2.CCC4 Apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.
- A. Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
 - B. Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
 - C. Identify career paths that require bilingualism.
 - D. Apply interpreting or translating skills to projects outside the language classroom.

Georgia Performance Standards for Spanish for Native Speakers Level II

Skills and Suggested Themes for Spanish for Native Speakers II

Typical heritage learners of Spanish will exhibit varying levels of proficiency. The following lists should serve as a guide for instruction. Note that the Skills Developed List is referenced to the Georgia Performance Standards, which may be used for further clarification. Local curricula may vary with respect to topics listed.

Skills developed in SNS II:

SNS2.IP1A	Express needs and desires.
SNS2.IP1B	Share emotions and preferences.
SNS2.IP1C	Elicit and express opinions and information.
SNS2.IP1D	Exchange personal reactions to spoken and written information related to Hispanic cultures.
SNS2.IP2A	Participate in extended oral and written activities using the appropriate tenses and discourse structures.
SNS2.IP2B	Exchange ideas clearly using level-appropriate language structures and vocabulary.
SNS2.IP2C	Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
SNS2.IP2D	Use self-correction.
SNS2.IP2E	Demonstrate Advanced-Low proficiency in oral and written exchanges with respect to pronunciation, intonation, and writing mechanics.
SNS2.INT1A	Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of written texts.
SNS2.INT1B	Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate culturally authentic works in Spanish, such as radio and television segments or literary passages.
SNS2.INT1C	Comprehend and react to current events and issues presented through print and electronic media.
SNS2.INT1D	Understand connected discourse.
SNS2.INT1E	Expand knowledge of academic and content-specific vocabulary in Spanish.
SNS2.INT1F	Demonstrate Advanced-Low proficiency in listening, viewing and reading comprehension.
SNS2.INT1G	Comprehend regional and other variations in spoken and written Spanish.
SNS2.P1A	Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
SNS2.P1B	Produce extended oral presentations using visual and technological support as appropriate.
SNS2.P1C	Write organized compositions using visual and technological support as appropriate.
SNS2.P1D	Demonstrate Advanced-Low proficiency in oral and written presentations with respect to pronunciation, intonation, and writing mechanics.

Georgia Performance Standards for Spanish for Native Speakers Level II

- SNS2.P2A** Prepare and present Hispanic poetry, skits or stories.
- SNS2.P2B** Prepare and present organized original essays, poetry, skits or stories in Spanish.
- SNS2.PPP1A** Participate in cultural events.
- SNS2.PPP1B** Discuss cultural patterns of behavior and issues of Hispanic identity in the modern world.
- SNS2.PPP1C** Identify and evaluate contributions of Hispanic cultures to the modern world.
- SNS2.PPP1D** Compare and contrast how Spanish is used in various countries and communities, in formal and informal settings, and by people from varying backgrounds.
- SNS2.PPP1E** Research and report on the history and development of Hispanic cultures and communities.
- SNS2.CCC1A** Report on the role of major contemporary and historical figures and events from Spanish-speaking cultures.
- SNS2.CCC1B** Identify and discuss how topics studied in other subject areas relate to those studied in Spanish class.
- SNS2.CCC1C** Discuss how the viewpoints of people in Spanish-speaking communities are reflected in their practices and products, such as political systems, art, architecture, music, and literature.
- SNS2.CCC2A** Discuss the influence of historical and current events and issues in and beyond Spanish-speaking countries and communities.
- SNS2.CCC2B** Discuss the variety of perspectives of the Spanish-speaking community regarding current issues and events in the United States.
- SNS2.CCC2C** Recognize and discuss local, regional, and national differences in Spanish-speaking countries, i.e., political organization, history, economic development, etc.
- SNS2.CCC3A** Compare linguistic elements of Spanish and English, such as pronunciation, usage, and grammatical structure, as well as popular idioms.
- SNS2.CCC3B** Identify and use cognates to expand academic vocabulary in Spanish and English.
- SNS2.CCC4A** Discuss information acquired through the use of informational and entertainment media and technology in Spanish.
- SNS2.CCC4B** Locate and use resources in Spanish, such as individuals and organizations accessible through the community or the Internet, to reinforce and extend cultural understanding.
- SNS2.CCC4C** Identify career paths that require bilingualism.
- SNS2.CCC4D** Apply interpreting or translating skills to projects outside the language classroom.

Georgia Performance Standards for Spanish for Native Speakers Level II

Suggested Topics for Spanish for Native Speakers II:

Teachers are encouraged to incorporate themes from previous levels. The degree of depth of instruction depends upon student ability and interest.

- Bilingual/Bicultural Identity
- Career and Business
- Communities
- Future Goals and Expectations
- Geography and Map Skills
- Health and Fitness
- History of Spanish-Speaking Countries and Communities
- Leisure
- Media and Technology
- Political Issues and Structures
- Pop Culture
- Relationships
- Socio-linguistic Stereotypes

Georgia Performance Standards

Health Education

HIGH SCHOOL

Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

HE H.S.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Description: Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings. Students will evaluate established health behavior theories and models.

Elements:

a. Predict how health behaviors can affect health status.

Examples:

- Research and rank the ten leading causes of unintentional death and their risk factors.
- Interpret data on substance use and abuse in the community and its impact on graduation rates and economic capability.

b. Describe the interrelationships of emotional, intellectual, physical, and social health.

Examples:

- Compare and contrast how peer pressure is linked to emotional, intellectual, physical, and social health.
- Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.

c. Analyze how environment and personal health are interrelated.

Examples:

- List possible risks associated with cell phone use or other electronic devices on personal health and safety.
- Evaluate the air quality in a community and its affect on health.

Georgia Performance Standards

Health Education

d. Analyze how genetics and family history can affect personal health.

Examples:

- Compile family health information needed for detection and treatment of disease prevention related to hereditary factors.
- Analyze the relationship between addictive behaviors and family history of health conditions.

e. Propose ways to reduce or prevent injuries and health problems.

Examples:

- Critique health risk behaviors associated with drug and alcohol use and how it affects body systems.
- Create a “No Violence Tolerated Bill” for your school.

f. Analyze the relationship between access to health care and health status.

Examples:

- Determine the relationship between health insurance coverage and life expectancy.
- Analyze the connection between availability of vaccines and the reduction of infectious diseases.

g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

Examples:

- Recommend strategies to avoid violence or criminal activity.
- Evaluate the benefits and barriers to planning healthy meals.

h. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

Examples:

- Argue the use of seatbelts in public transportation versus private vehicles.
- Compare and contrast local data versus national data on HIV infections among teens and young adults.

i. Analyze the potential consequences of having unprotected sex on physical, emotional, and social health.

Examples:

- Identify personal health risks of engaging in unprotected sex.
- Analyze the potential emotional severity of engaging in unprotected sex.

Georgia Performance Standards

Health Education

HE H.S.2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Description: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

Elements:

a. Analyze how the family influences the health of individuals.

Examples:

- Describe how family members express their positive and negative feelings.
- Evaluate your family health history and health choices, and recommend strategies to reduce risk.

b. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

Examples:

- Assess how holidays and celebrations can promote unhealthy behaviors.
- Discuss belief systems from various cultures regarding healthy choices.

c. Analyze how peers influence healthy and unhealthy behaviors.

Examples:

- Analyze how peers can influence a person's physical activity level.
- Analyze how peers influence the decision-making process concerning the use of alcohol, tobacco, or illegal drugs.

d. Evaluate how the school and community can affect personal health practices and behaviors.

Examples:

- Discuss how school and community facilities can enhance your health practices and behaviors.
- Recommend fund raising strategies for schools and community agencies that also promote healthy choices among students.

Georgia Performance Standards

Health Education

e. Evaluate the effect of media on personal and family health.

Examples:

- Explain the influences of the media on teen body image.
- Evaluate the influence of media on the selection of products and services related to having healthy skin.

f. Evaluate the impact of technology on personal, family, and community health.

Examples:

- Evaluate the effectiveness of movie and video game rating systems regarding teen viewing.
- Debate the pros and cons of using technology to develop new relationships.

g. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

Examples:

- Discuss peer pressure among teens to wear safety equipment (e.g., “you don’t need a helmet”).
- Exploit the myths associated with females participating in weight training programs.

h. Analyze the influence of personal values and beliefs on individual health practices and behaviors.

Examples:

- Summarize the effects of choosing unhealthy food choices.
- Analyze how family values and culture guide health practices and behaviors related to seeking or receiving medical treatments.

i. Analyze how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.

Examples:

- Evaluate the notion that tobacco is a gateway drug.
- Analyze how alcohol use leads to suicidal tendencies among people with depression.

Georgia Performance Standards

Health Education

- j. Analyze how public health policies and government regulations can influence health promotion and disease prevention.**

Examples:

- Debate the laws concerning the use of cell phones while driving a car.
- Compare and contrast health practices in the United States to Third World countries.

Georgia Performance Standards

Health Education

HE H.S.3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Description: The students will access valid health information and health-promoting products and services. High school students will critique the validity of health information, health promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information and products and services used in the prevention, early detection, and treatment of health problems.

Elements:

a. Critique the validity of health information, products, and services

Examples:

- Discuss the validity of quick weight loss products.
- Analyze claims of legal and illegal supplements on nutrition and physically performance.

b. Investigate the accessibility of products and services that enhance health.

Examples:

- Assemble a list of school clubs and youth organizations – what is offered in a local community that enhances health.
- Recommend sports facilities to people with disabilities based on cost, services offered, programs/services offered to people with disabilities, etc.

c. Utilize resources from school and community that provide valid health information.

Examples:

- Document from websites the various resources from school and community that provide health information.
- Demonstrate the ability to access resources (e.g., rape crisis centers) that provide accurate information about sexual assault and sexual violence.

d. Determine when professional health services may be required.

Examples:

- Summarize when it is necessary to seek help for mental and emotional health problems (e.g., mood disorders, depression, anxiety disorders).
- Demonstrate how to access a trusted adult who can help someone experiencing a potentially life threatening health condition (e.g., asthma attack, seizure).

Georgia Performance Standards

Health Education

HE H.S.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Description: The student will use effective communication skills to enhance personal, family, and community health. High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain healthy relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Elements:

a. Use skills for communicating effectively with family, peers, and others to enhance health.

Examples:

- Discuss how to ask someone effectively and respectfully not to smoke.
- Discuss how to communicate clear limits on sexual behaviors.

b. Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.

Examples:

- Compare various types of violence and identify warning signs of unhealthy relationships.
- Demonstrate verbal and non-verbal ways to diffuse a volatile situation.

c. Summarize how to ask for and offer assistance to enhance the health of self and others.

Examples:

- Create a 'how to ask' booklet for contacting resources in the community which enhances the health of self and others.
- Demonstrate how to ask for help when experiencing symptoms of mental, emotional, or physical health conditions.

Georgia Performance Standards

Health Education

HE H.S.5: Students will demonstrate the ability to use decision-making skills to enhance health.

Description: Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future.

Elements:

a. Determine the barriers to making a positive, healthy decision.

Examples:

- List personal barriers to reducing stress and the impact on one's health.
- Identify environmental hazards to one's health and well-being.

b. Develop and apply a decision-making process to a health-related situation.

Examples:

- Develop and apply a decision-making process for responding to an emergency situation (e.g., determine order of care in an accident for multiple injuries).
- Develop and apply a decision-making process for avoiding or getting out of a violent situation.

c. Justify when individual or collaborative decision making is appropriate.

Examples:

- Explain when input from a health professional would be helpful in making decisions related to substance use or abuse.
- Discuss when it would be appropriate to consult a counselor when one suspects a friend is being abused.

d. Describe alternative choices to health-related issues or problems.

Examples:

- Evaluate positive consequences for seeking help for depression.
- Describe the steps individuals should take if they suspect they have contracted a sexually transmitted infection (STI).

Georgia Performance Standards

Health Education

e. Analyze the potential short-term and long-term impact of each decision on self and others.

Examples:

- Analyze the consequences of the excessive eating of unhealthy foods.
- Analyze the consequences of using illegal drugs for oneself, for one's family, and for the community.

f. Justify the health-enhancing choices when making decisions.

Examples:

- Justify the benefits of eating healthy foods and beverages over less healthy foods and beverages.
- Justify the reasons for not using performance enhancing drugs.

g. Compare and contrast the effectiveness of health-related decisions.

Examples:

- Compare and contrast the medical decisions made in early historical eras with those of modern medicine.
- Compare and contrast the eating habits of the early 1900's with the habits of today.

h. Justify the reasons for remaining sexually abstinent.

Examples:

- Discuss the reason(s) abstinence is the most effective and healthy means for preventing sexually transmitted infections (STIs).
- Analyze risks and consequences of early sexual involvement.

Georgia Performance Standards

Health Education

HE H.S.6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Description: Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. High school students will construct short-term and long-term health goals based on personal needs. In addition, they will design, implement, and evaluate critical steps to achieve these goals.

Elements:

a. Evaluate personal health and health practices.

Examples:

- Evaluate the pros and cons of various fad diet plans.
- Assess your personal physical activity level.

b. Design a personal health plan that addresses personal strengths, needed improvements, and risky behaviors.

Examples:

- Design a personal plan to improve health by quitting or helping others to stop the use of tobacco.
- Design a plan for increasing or maintaining physical activity that demonstrates strengths and improves weaknesses while minimizing risky behaviors.

c. Monitor personal progress in achieving short-term and long-term personal health goals.

Examples:

- Monitor progress toward achieving a healthier diet goal.
- Keep a journal of stressful events, how you coped with the stressors, and the outcome of each coping strategy.

Georgia Performance Standards

Health Education

HE H.S.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Description: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. High school students will model health-enhancing behaviors to prevent injuries, diseases, and disorders. Students will practice strategies for reducing harmful and risk taking behaviors now and in the future.

Elements:

a. Demonstrate individual responsibility for improving personal health.

Examples:

- Participate in a variety of personal health assessments to determine strategies for health enhancement and risk reduction.
- Develop a plan for healthy weight management for teenagers.

b. Choose a variety of healthy practices and behaviors that will maintain or improve health.

Examples:

- Use and evaluate safety techniques to avoid and reduce injury (e.g., earthquakes, fire, flood).
- Identify a variety of behaviors that avoid or reduce risks to self and others.

c. Model behaviors to avoid or reduce health risks.

Examples:

- Debate ways to reduce the negative impact on the environment.
- Mimic impulsive behaviors and explain strategies for controlling them.

Georgia Performance Standards

Health Education

HE H.S.8: Students will demonstrate the ability to advocate for personal, family, and community health.

Description: The students will demonstrate the ability to advocate for personal, family, and community health by creating health enhancing messages and encourage others to adopt healthy behaviors. High school students will act as a health resource by communicating valid information about health issues. Students will demonstrate advocacy skills to encourage others to acquire health-enhancing behaviors.

Elements:

a. Demonstrate accurate peer and societal norms to create a health-enhancing message.

Examples:

- Create a poster advocating acceptance for a diversity of body types.
- Create a public service announcement promoting the importance of not drinking while driving.

b. Model how to influence and support others to make positive health choices.

Examples:

- Develop a presentation on how to help others prevent and manage conflict and stress in healthy ways.
- Interview someone in the health profession about the risks of oral cancer and how to prevent it and develop an information packet.

c. Coordinate with others to advocate for improving personal, family, and community health.

Examples:

- Engage others to develop health campaigns which promote care, consideration, and concern for others. (e.g., HIV, cancer, diabetes).
- Advocate for healthy eating choices at school, home, and in the community through a letter writing campaign. (e.g., TV commercial, campaign, billboard).

d. Create health messages and communication techniques to target specific audiences.

Examples:

- Create a skit to demonstrate ways of handling abuse (e.g., sexual harassment, bullying, hazing, fighting, and hate crimes).
- Write a letter to your classmates encouraging them to avoid distractions while driving.

Georgia Performance Standards Framework for Physical Education

Scope and Sequence

Standard 1: Demonstrates competency in motor skills and patterns needed to perform a variety of activities.

Kindergarten	Locomotor movement patterns (e.g. hop, jump, leap) and demonstrates mature patterns when walking and running. A variety of movement skills to use nonlocomotor skills (e.g. bend, twist, turn) while moving and stationary. Weight transfer and balance activities are important in learning to move in relation to others while moving through personal and general space.
First Grade	Low level of challenge when performing locomotor skills (e.g. dance, game, or combination with non-locomotor skills) demonstrating mature form in the hop, jump, and leap. When moving through personal and general space, demonstrates the ability to move in a variety of pathways, in different directions, and at different levels. Several nonlocomotor skills are done in a sequence or in conjunction with locomotor or manipulative skills. Demonstrates ability to direct manipulative objects toward an intended target.
Second Grade	Mature form in skipping, sliding and galloping when moving through personal and general space. Ability to change directions on teacher command or adapt movement in relation to a partner is expected. Combine non-locomotor movements with manipulative and locomotor patterns in a variety of games and dances. Ability to demonstrate momentary body control during balance and weight transfer is evident. Demonstrates mastery of underhand throwing patterns when performing manipulative skills. Ability to catch an object at a medium level of trajectory is demonstrated in a closed environment (not during game play). Underhand striking skills are being performed but are not at a mature level.
Third Grade	Mature form in all locomotor and non-locomotor movement patterns while participating in small-sided games, body control (e.g. gymnastics, inline skating and rhythmic activities (e.g. structured dance, jump rope, creative dance). Ability to perform variations of different locomotor skills (e.g. jumping for height and distance; skipping at different speeds). By the end of third grade, students will be able to demonstrate all striking and throwing patterns. Students can catch a moving object from a high trajectory in nongame play environments and are able to catch objects at a medium level trajectory during game play.
Fourth Grade	Ability to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g. moving to a ball, trapping, dribbling, and then passing it; forward roll, scale (balance), travel and then do a cartwheel). Overhead throwing and striking patterns are mastered and ability to catch or handle objects from and trajectory (low, medium, or high) in simple situations. Ability to move in tempo to slow and fast rhythms.
Fifth Grade	Move through space using any movement pattern in combination with any non-motor skill in complex environments. Movement patterns are demonstrated with consistency and with good form. Some specialized skills, like those associated with sports are refined & used in game play. Ability to hit targets when performing manipulative skills. Ability to combine movement in meaningful ways, creating movement sequences that are smooth and fluid & done to several different rhythmic patterns.
Sixth Grade	Motor skills are combined and used in specific game and performance situations. Refine and vary skills learned in elementary years using them to participate in small-sided games, dance, or individual activities.
Seventh Grade	Complex combinations of movement specific to game, sport, rhythms, and/or physical activity settings. Specialized skills are adapted to meet the requirements of increasingly complex strategies.
Eighth Grade	Demonstrate the ability to use mature forms for the basic skills and tactics in six of eight categories.
High school	Grades 9-12 will demonstrate the ability to participate in a variety of invasion, net wall, or field game; target, dance/rhythm, or outdoor activity; fitness or individual activity.

Georgia Performance Standards Framework for Physical Education

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Kindergarten	Students develop movement vocabulary and use terms appropriately. Students use movement and manipulative skill concepts when applicable.
First Grade	Students continue to use movement and manipulative skill concepts while expanding and applying skills to their base knowledge.
Second Grade	Students apply multiple movement concepts while using manipulatives.
Third Grade	Students use performance feedback to increase their cognitive understanding of a skill as well as improve performance.
Fourth Grade	Students begin to apply basic concepts of movement to improve their individual performance. They can identify elements of form or motor development principles to improve performance of others.
Fifth Grade	Students will perform complex motor skills and be able to transfer concepts learned in other skills/games for performance of the new skill/game. They self-analyze their own skills as well as their classmates and discuss methods for improving performance.
Sixth Grade	Students can identify principles of practice and conditioning that enhance movement performance. They have higher levels of understanding and movement skills are more automatic. They begin to form basic concepts of strategies in game play and perform basic rhythmic patterns.
Seventh Grade	Students apply concepts from other disciplines, such as physics, to movement skills. They analyze movement forms and reactions of projectiles in relationship to basic concepts. They now can apply basic strategies in game play. They use information from a variety of sources, both internal and external to guide, improve, and modify performance.
Eighth Grade	Students exhibit an increasingly complex discipline-specific knowledge of biomechanics and movement skills. They understand and apply movement concepts and principles, game strategies, critical elements of activity specific movement skills and characteristics representing highly skilled performance. Students know when, why, and how to use strategies and tactics within the <i>game</i> .
High school	Students entering the 9 th Grade possess the level of skill needed to perform selected sports and activities. Students will increase their skill level in motor skills by utilizing learned principles and concepts connected with movement and examination of skills. Students will perform in skilled movement patterns and use psychomotor skills associated with physical activities. Students will explain tactical decisions and their appropriate use in various sports/activities.

Georgia Performance Standards Framework for Physical Education

Standard 3: Participates regularly in physical activity.

Kindergarten	Students participate in physical activity largely because of the pleasure they experience. They engage primarily in non-structured physical activities on an intermittent basis in and out of physical education class.
First Grade	Students continue to participate in physical activity due to the pleasure they experience. Students begin to utilize the skills and knowledge acquired in physical education class during their leisure time physical activity and while learning new activities outside physical education class.
Second Grade	During their leisure time, students purposely select and participate in activities that are moderate to vigorous in nature. They recognize that participation in enjoyable physical activities has both temporary and lasting effects on their body.
Third Grade	Student will be able to demonstrate the importance of regular physical activity for enjoyment and health.
Fourth Grade	Students are actively involved in activities that provide opportunities to interact with others in an active environment.
Fifth Grade	Students will be able to use information from a variety of sources to regulate their activity behavior.
Sixth Grade	Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership with the goal of voluntary participation outside of class. Physical activity choices are based on personal interests and capabilities to maintain an active lifestyle.
Seventh Grade	Students have an increased awareness of opportunities for activity leading to an increased enjoyment in voluntary participation. Understanding the connection between physical activity and wellness is likewise enhanced and motivates students to identify resources in the community that facilitate attainment of individual lifestyle goals and personal choice behavior.
Eighth Grade	Students begin to take ownership in the importance of maintaining a healthy lifestyle. They make independent decisions about their physical activities that enhance their lifelong health. They meet healthy guidelines by participating regularly in moderate to vigorous physical activities both in school and outside of school settings.
High school	The goal of this standard is to connect the skills and activities that are learned in physical education class to the lives of students outside the classroom. Participation outside of class is critical to developing active and healthy lifestyles and behaviors. Emphasis is placed on developing self-management skills and voluntary participation in areas of interest that are meaningful to the student. Students make a personal commitment to participate in moderate to vigorous physical activity in order to maintain personal fitness goals. Students are knowledgeable of appropriate training principles and understand how to apply these to enhance their participation and desired level of fitness. Achievement of this standard will encourage participation necessary to support and sustain good health.

Georgia Performance Standards Framework for Physical Education

Standard 4: Achieves and maintains a health enhancing level of physical fitness.

Kindergarten	Students will engage in physical activity for short periods of time for the pleasure experienced from simply moving. They can identify basic physiological signs associated with participation in physical activity.
First Grade	Students engage in physical activities for short periods of time. They can identify basic physiological signs associated with participation in moderate to vigorous physical activity.
Second Grade	Students participate in physical activity intermittently. They possess basic knowledge of components of health related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility).
Third Grade	Students begin to participate in physical activity specifically related to each component of physical fitness and are able to identify which components are impacted by the various activities (cardiorespiratory endurance, muscular endurance, muscular strength, and flexibility).
Fourth Grade	Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students should begin to participate in criterion-referenced fitness assessments and are able to identify the health related component that each assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility).
Fifth Grade	Under the direction of the teacher, students will identify personal strengths and weaknesses as determined by the results of the fitness assessments. Using this information, students will be able to choose activities that will contribute in their fitness levels.
Sixth Grade	Students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time than during the elementary years. Students are able to apply the components of fitness and explain how these relate to their overall fitness status. With teacher assistance, students should be able to assess their personal fitness status and use information from fitness assessments to determine current levels of fitness and increase current levels of fitness. They participate in physical activities addressing each component of health related fitness with the focus at this level on flexibility. Students will use this information to develop a plan to improve or maintain flexibility.
Seventh Grade	Students should be able to participate in moderate to vigorous physical activity in a variety of settings for longer periods of time. In addition, they can assess their own heart rate, breathing rate, perceived exertion, and recovery rate during and following physical activity. They participate in physical activities addressing each component of health related fitness while focusing on cardiorespiratory endurance. They assess their personal fitness status for each component and use this information to assist in the development of individualized physical fitness goals with little help from the teacher. They will use this information to develop a plan to improve or maintain cardio-respiratory fitness.
Eighth Grade	Students participate in moderate to vigorous physical activity on a regular basis without undue fatigue. They participate in physical activities that address each component of health-related fitness, including muscular strength and endurance, flexibility and cardio-respiratory endurance. They can self-assess their personal fitness status for each component. Students are introduced to the various principles of training (e.g. threshold, overload, specificity) and how these can be utilized in improving personal fitness. At this level, students should be able to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals. They will use this information to develop a plan to improve or maintain muscular strength and endurance.
High school	Students will assume greater individual responsibility in their personal behaviors. Students will understand and develop higher levels of basic fitness and physical competence needed in a variety of activities for school and non-school settings, including home, workplace, and community. In order to maintain a healthy lifestyle an individual needs to be able to assess, evaluate, implement, and adjust a personal fitness plan that includes proper nutrition and a disease awareness that reflects every changing individual needs throughout life.

Georgia Performance Standards Framework for Physical Education

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity.

Kindergarten	Students recognize and follow rules, directions, and safety procedures while participating in physical activity and work cooperatively and respectfully with others, regardless of personal differences.
First Grade	Students continue to recognize rules, directions, and safety procedures. Their ability to work cooperatively and respectfully with others, regardless of personal differences, begins to be a self-initiated process.
Second Grade	Students can work cooperatively, productively, and safely with partners or in small groups to complete tasks. Students begin to take responsibility for their actions.
Third Grade	Students continue to demonstrate an understanding of rules, directions, and safety procedures and work cooperatively and respectfully with others, regardless of personal differences. Students take responsibility for their actions and to begin to show understanding of how their actions can affect the success of the group.
Fourth Grade	Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that may arise. Periods of independent, self-guided activities are progressively increasing in duration.
Fifth Grade	Students begin to show competence in working cooperatively. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies.
Sixth Grade	Students will identify the purposes for and participate in the establishment of safe practices, rules, procedures, and etiquette for specific activities. They work cooperatively to accomplish group or team goals in both cooperative and competitive activities. Students are expected to work independently to complete assigned tasks.
Seventh Grade	Students recognize the role of physical activity in understanding diversity and continue to include and support each other, respecting the limitations and strengths of group members. They have well-developed cooperation skills and are able to accomplish group/team goals in both cooperative and competitive activities.
Eighth Grade	Students make appropriate decisions to resolve conflicts among peers and to follow pertinent practices, rules and procedures necessary for successful performance. They reflect on the role of rules, procedures, safe practices, ethical behavior, and positive social interaction in physical activity settings.
High school	Students exhibit responsible personal and social behavior that respects self and others in physical activity settings, while understanding the role of sport and physical activity in a diverse society. Students are able to discern potentially hazardous situations.

Georgia Performance Standards Framework for Physical Education

Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Kindergarten	Students exhibit both verbal and non-verbal indicators of enjoyment, challenge, self-expression, and/or social interaction.
First Grade	Students will identify personal enjoyment in physical activity and can describe their favorite activities. Students find pleasure in the experience of meeting challenges and learning new skills.
Second Grade	Students will illustrate and experience personal enjoyment in physical activity. They find pleasure in becoming competent at new and challenging skills.
Third Grade	Students will be able to recognize physical activity as a positive opportunity for group and social interactions.
Fourth Grade	Students will be able to display the enjoyment of activity as it is related to skill mastery. Further, they will demonstrate the ability to participate in a variety of activities.
Fifth Grade	Students will identify those activities they enjoy, as well as participate with classmates that have similar and different physical activity interests.
Sixth Grade	Students participate in physical activities that provide important opportunities for challenges in social interaction and group membership. They have the opportunities for continued personal growth in physical skill in their applied setting. Students recognize that all people do not enjoy the same activities.
Seventh Grade	Students recognize and appreciate the intrinsic values of developing higher physical skills as a means of promoting self-esteem and self-expression as well as physical health. Insecurities begin to vanish as self confidence is gained through participation in new challenging activities.
Eighth Grade	Students realize their personal interests and are encouraged to participate accordingly to maximize the benefits of physical activities. They participate in physical activities for challenge, social interaction, and group membership, as well as for opportunities for continued personal growth in physical skills.
High school	Students enjoy using movement as an expression of their personality. They strive to improve and refine their skills through practice and participation in their selected activities. They experience feelings of satisfaction when they improve their level of performance and meet personal goals. As a result, students will begin to actively pursue lifelong physical activities that meet their own goals.

EXHIBIT 12

Student Code of Conduct



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

2016-2017

**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.

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.

French

Déclaration sur la Disponibilité de Traduction/Interprétation

The District Scolaire du Comté de DeKalb assurera que les parents et les élèves auront accès aux informations essentielles concernant leurs droits et responsabilités dans une langue qu'ils peuvent comprendre. Une copie imprimée de la traduction du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère ou autres documents, ainsi que les services d'interprétation, peuvent être obtenus de l'administration de l'école. Une version électronique du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère est disponible à www.dekalb.k12.ga.us/student-relations.

Somali

Warbixinta HelitaankaTutjumaadda/Fasiraadda Dugsiga Degmada DeKalb waxa uu hubin doonaa in dhammaan waalidka iyo ardayda ay ku helaan xogta lamahuraanka ah ee ku saabsan xuquuqdooda iyo waajibaadkooda luqadda ay fahmi karaan. Codsiyadda nuqulo daabacan oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabecadda ama warqaddo xogeed oo kale iyo codsiga adeegyadda turjumaadda af celinta ah ayaa loo samayn karaa maamulka dugsiga.Qaab elektarooni ah oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabecadda ayaa laga heli karaa www.dekalb.k12.ga.us/student-relations.

Chinese

翻譯/傳譯服務宣言

Dekalb縣學校學區將會保證所有家長和學生對於基本資訊他們是有權利和有責任由他們的語言而得到明白。他們可以要求將學生行為準則，學生權利與責任及人格發展手冊翻譯副本及其他文件或有需要翻譯服務都可以向學校申請。學生行為準則，學生權利與責任及人格發展手冊的電子版本可以在

www.dekalb.k12.ga.us/student-relations

Bengali

অনুবাদ/ভাষান্তরসেবা পাওয়ার বববুবি

০৬ মা বাবা এবং ছাত্রছাত্রীরা যারি িাসদের পসে ববাবগময ভাষায় স্ব অবধকার এবং দাবয়ডুঙবির বববসয় প্রসয়াজনীয় িখা বপসি পাসরন বিকযাধ কাউবি ঙ্গি বিবিস্তি িা েবনবিি করসবা ঙ্গি প্রশােনর কাসছ ভাষান্তর পবরসযবর অনুসরাধ এবং ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ডুঙমূি এবং চবরর ববকাশ পুবিকা বা অনযনযন দবিসির অনুবাবদি িািড কবপর অনুসরাধ করা যায়। www.dekalb.k12.ga.us/student-relations -এ ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ডুঙমূি এবং চবরর ববকাশ পুবিকার একটি ইসিঙ্গবনক েংররগ পাওয়া যাসবা।

Amharic

የጽሁፍ ወይም የቃል ጥርጉም አገልግሎት መግለጫ የዲክሌሽን ክውነተ፣ የትምህርት ሚኒስቴር ሁሉም ወላጆች ሊያውቁት የሚገባ አስፈላጊ መረጃዎችን እና መብት እና ሃላፊነታቸውን የሚገልጹ መረጃዎችን ለማግኘት የሚችሉ መሆናቸውን እና በሚገባቸው ቋንቋ የሚያቀርብ መሆኑን ይገልጻል። ተተርጉሞ የቀረበውን የተማሪ የሥነ ስርዓት መመሪያ እና የተማሪ መብት እና ሃላፊነትን የሚገልጽ ጽሁፍ አንዲሁም የጠይቅ አድገት ሁኔታ የሚያስረዳ መጽሕፍት እና ሌሎች የሚሰጡ ጸሁፎችን እና የትርጉም አገልግሎት ጥያቄዎችን ለትምህርት ቤት አስተዳዳሪ ማቅረብ ይቻላል። የተማሪ የሥነ ስርዓት መመሪያ እና የተማሪ መብት እና ሃላፊነትን እና የጠይቅ አድገት ሁኔታን የሚገልጹ ጸሁፎች በኤሌክትሮኒክ መስመር በኩል ማግኘት ይቻላል። አድራሻ፡ www.dekalb.k12.ga.us/student-relations.

Spanish

Declaración de disponibilidad de traducción/interpretación

El distrito escolar del condado de DeKalb se asegurará que todos los padres y alumnos tengan acceso a la información esencial relacionada a sus derechos y responsabilidades en un idioma que puedan entender. La solicitud de una copia traducida del Manual del Código de Conducta Estudiantil-Derechos y Responsabilidades del Alumno y Desarrollo del Carácter u otros documentos, como también la solicitud para los servicios de un intérprete se pueden hacer a la administración de la escuela. Una versión electrónica del Manual del Código de Conducta Estudiantil -Derechos y Responsabilidades del Alumno y Desarrollo del Carácter está disponible en www.dekalb.k12.ga.us/student-relations.

Arabic

بيان لتوفير الترجمة الشفهية و الكتابية ان هيئة التعليم في منطقة ديكالب للاهالي والطالب سوف تضمن توفر المعلومات الاساسية فيما يتعلق بالحقوق والواجبات باللغة العربية او اللغة التي يستطيع ان يفهمها ال اهل . تطلب نسخة مطبوعة عن مدونة سلوك الطالب - الحقوق والواجبات و كتيب بناء الشخصية و اوراق اخرى تحتاج الى ترجمة من ادارة المدرسة . و كذلك تتوفر نسخة الكترونية لمدونة سلوك الطالب - الحقوق والواجبات و كتيب بناء الشخصية على الرابط التالي: www.dekalb.k12.ga.us/student-relations.

Vietnamese

Tuyên Bỏ về Dịch Vụ Phiên Dịch/Thông Dịch

Hệ Thống Trường Học Quận DeKalb bảo đảm tất cả các cha mẹ và học sinh sẽ được quyền xem các thông tin liên quan đến quyền lợi và trách nhiệm của họ bằng ngôn ngữ mà họ hiểu được. Họ có thể yêu cầu ban quản trị của trường cấp cho những bản dịch thuật in ra của Bộ Kỳ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình, hoặc những tài liệu khác, và yêu cầu những dịch vụ thông dịch. Có thể thấy bản văn điện tử của Bộ Kỳ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình ở trang mạng www.dekalb.k12.ga.us/student-relations.

Burmese

စကားပြန်နှင့်ဘာသာပြန်အသင့်ရရှိနိုင်ခြင်းထုတ်ပြန်ကြေညာချက်

DeKalb ခရိုင်ဒေသကျောင်းသည် မိဘများနှင့်ကျောင်းသားများအားလုံးမရှိမဖြစ်ရသင့်လိုက်လိုအပ်သော သော့ဖွဲ့အခွင့်အရေးများနှင့်တာဝန်များ၊နားလည်သဘောပေါက်နိုင်သောစာကိုပေးကမ်းမှုပေးမည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများ၊ဖွံ့ဖြိုးတိုးတက်မှု၊ နှင့်တခြားသော အကြောင်းအရာများအပေါ်သည် ဘာသာပြန်ထားသော စာအုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စကားပြန်အကူညီများလိုအပ်ပါကကျောင်းမှစီမံခန့်ခွဲရေးအဖွဲ့များ တောင်းဆိုမှုပေးမည်ဖြစ်သည်။ကျောင်းသား များလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများ၊ဖွံ့ဖြိုးတိုးတက်မှု၊ စာအုပ်များအပေါ်သည် www.dekalb.k12.ga.us/student-relations ဝက်ဘ်ဆိုက်မှဖြင့် ရရှိနိုင်သည်။

Nepali

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विद्यार्थी र उन्का माता-पितामा आफुले बुज्ने भाषामा अधिकार र जिम्मेवारी सन्दर्भका आवश्यक जानकारीमा आफ्नो पहुच रहेको सुनिश्चित गर्दछ। विद्यार्थी आचार संहिता, विद्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकाश पुस्तिका वा अन्य कागजातका अनुवादित प्रतिलिपिका साथै दोभासेका लागि विध्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ । विद्यार्थी आचार संहिता, विद्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रनिक स्क्करण (Copy) www.dekalb.k12.ga.us/student-relations मा पाइने छ

2016-2017 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 *2016-2017 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* during all summer programs following the 2016-2017 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2016-2017 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* if I am found in violation of any infraction committed during the 2015 DeKalb County School District summer school/program.

Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 6th through 12th 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 50 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 35-36 and 38 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 3 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 to or from school, or to or 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 the misconduct is directed at a School District student, employee, or volunteer and is related to the victim's affiliation with the School District;
- Off school grounds when a student leaves school without permission of a school official (Absent Without Leave);
- Off school grounds when the misconduct adversely affects the safety and welfare of the school community or the orderly mission and function of the school;
- Off school grounds when sending abusive or threatening text messages or instant messages;
- On and off school grounds when 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 appeal to the school principal in writing within one (1) school day of receiving the decision. If you disagree with the principal's decision, you may appeal in writing to the regional superintendent within one (1) school day of receiving the principal's decision. Please refer to the Discipline Due Process flowchart on page 86 of 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 2016-2017 CHARACTER TRAITS

"The final forming of a person's character lies in their own hands."

-Anne Frank

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.

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

Response to Intervention The Georgia Student Achievement Pyramid of Interventions



**Georgia Student Achievement Pyramid of Interventions
Figure A**

RESPONSE TO INTERVENTION (RtI)

Response to Intervention (RtI) is a learning process that matches general education classroom instruction to each student’s learning needs by responding to a student’s academic and/or behavior challenge with the appropriate classroom support. These specific techniques are called interventions. When applying the interventions, check points, including the use of standardized test results, data collection charts and/or classroom observation, provide the ability to measure the student success by monitoring their progress.

Interventions are types of instruction targeted to meet the learning and/or behavioral 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. Students typically participate in interventions during electives, connections, or other times within the school day.

Monitoring the progress of students in Georgia using RtI is done through a four-tier instructional support process called the Georgia Student Achievement Pyramid of Interventions. (Figure A). Delivery of interventions at each tier are based on the student’s success in meeting the Georgia Performance Standards (GPS). Interventions increase at each escalating tier. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student’s learning.

The key components in Georgia’s RtI process include:

1. The four tier 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 will increase 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.

Students benefit from RtI because schools will know which students are in need of additional supports to meet the Georgia Performance Standards by measuring student achievement in a consistent and frequent process instead of waiting for the student to fail on the end of the year assessment then providing support the following school year. Within RtI, the school works proactively to provide interventions to help students reach academic and behavioral success. Once the student begins to improve performance in the general classroom, the need for continued interventions will be determined by the results of the most recent check point through progress monitoring.

Parents can help with the 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 Performance Standards for your child’s grade or course by going to the parent page of 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.

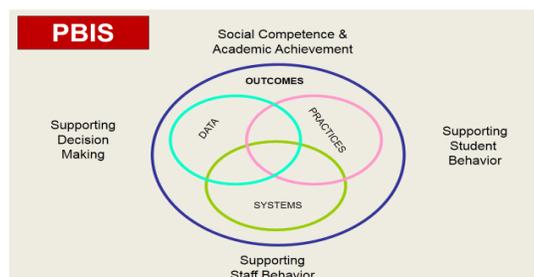
(Adapted from the Georgia Department of Education *Response to Intervention: Information for Parents*, 2009.)

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 22,000 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.^[1]

Figure 1. What Are Restorative Practices?



*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. **Exceptional Education Student procedures must apply.**

LEVEL 1	<p>Teacher selected strategies should be used for minor acts of student misconduct. Teachers should keep a written record of the violation and strategies 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 after teacher selected strategies have been utilized. Necessary strategies and positive behavioral interventions and supports will be provided through the Response to Intervention process at Tier 1 (pages 12-13).</p> <p><i>Examples of behaviors that impact only the student</i></p> <ul style="list-style-type: none"> ▪ Calling out in class ▪ Inappropriate Noise ▪ Chewing gum ▪ Tapping pencils ▪ Writing on self ▪ Playing with toys in class ▪ Writing on desk ▪ Not in seat ▪ Not prepared for class ▪ Sidebar conversations ▪ Off-tasks behaviors ▪ Drawing instead of working ▪ Tardy to class ▪ Criticizing teacher one on one ▪ Whining ▪ Wearing a hat in school ▪ Giving “attitude”, rolling eyes, heavy sighs, sucking teeth ▪ Eating food when not allowed <p>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.</p> <p>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 80-83.</p>
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<p>LEVEL 2</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 at Tier 2 (pages 12-13). 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 style="text-align: center;"><i>Examples of behaviors that interfere with the learning of others:</i></p> <ul style="list-style-type: none"> ▪ Touching ▪ Poking ▪ Standing on furniture ▪ Constant talking ▪ Out of seat and interfering with others learning ▪ Inappropriate chair manners ▪ Consistently not following directions ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Running away and leaving the classroom ▪ Throwing items in classroom ▪ Disrespectful language to adult (i.e. I hate you, you suck, this sucks, I'm Done!) ▪ Yelling at teacher ▪ Moving or kicking furniture in an angry way/tantrum ▪ Bus misbehavior ▪ Gambling <p>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.</p> <p>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 80-83.</p>
<p>LEVEL 3</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 Response to Intervention process at Tier 2 and Tier 3 (pages 12-13). 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 style="text-align: center;"><i>Examples of behaviors that affect an orderly environment:</i></p> <ul style="list-style-type: none"> ▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ Pushing

	<ul style="list-style-type: none"> ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Conduct outside of school hours or away from school ▪ Unsafe action <p>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.</p> <p>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 80-83.</p>
LEVEL 4	<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 Response to Intervention process (pages 12-13). Certain Level 4 violations may be elevated to Level 5 violations or higher based on the severity or context of the misconduct.</p> <p>Examples of behaviors that affect an orderly environment:</p> <ul style="list-style-type: none"> ▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Conduct outside of school hours or away from school ▪ Unsafe action <p>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 80-83.</p>
LEVEL 5	<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 Response to Intervention process (pages 12-13). Certain Level 5 violations may be elevated to Level 6 violations or higher based on the severity or context of the misconduct.</p> <p style="text-align: center;">Examples of Harmful and Illegal Behaviors:</p> <ul style="list-style-type: none"> ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery

	<ul style="list-style-type: none"> ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Stealing ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol <p>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).</p> <p>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 80-83.</p>
<p>LEVEL 6</p>	<p>Level 6 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. 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.</p> <p style="text-align: center;"><i>Examples of Harmful and Illegal Behaviors:</i></p> <ul style="list-style-type: none"> ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol <p>Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 80-83.</p>
<p>LEVEL 7</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</p>

accused of a Level 7 violation.

Examples of Harmful and Illegal Behaviors:

- Actions that cause harm
- Intentional/Unintentional Violence against school employees
- Stealing
- Fighting (Simple Battery)
- Battery
- Aggravated Assault
- Aggravated Battery
- Bystander Battery
- Drugs
- Weapons
- School disturbance
- Biting
- Bullying, Harassment, Hazing
- Throwing furniture or other objects
- Threatening to do injury to person or property
- Sexual harassment
- Sexual behaviors
- Alcohol

Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 80-83.

ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact
	1	2	3	4	5	6	7		
Offense/Violation									
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 Contact Student Relations Prior to Submitting Charge						●	●	Incident Report	Student Relations/SRO
5a-Intent/Attempt/Sell/Distribute			●	●	●			Police Report	SRO
5b-Possession/Use/Under the Influence-1 st Offense			●	●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2 nd Offense & Subsequent Offenses						●	●	Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-1 st Offense			●	●	●			Police Report GRIP	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2 nd 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
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 30. Students will NOT be suspended for attendance-related infractions.							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				Social Worker
11-Classroom Disturbance		●	●	●	●				
12-School Disturbance			●	●	●			Incident Report	SRO as appropriate
13-Profanity/Obscenity	●	●	●	●	●				
14-Failure to Accept Disciplinary Action		●	●	●	●				
15-Chronic Tardiness	Follow Attendance Protocol on page 32. Students will NOT be suspended for attendance-related infractions.							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	Social Worker
16-Bus Misbehavior	●	●	●	●	●				
17-Conduct Outside School Hours/Away From School Contact Student Relations Prior to Submitting Charge				●	●				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-Inappropriate Bodily Contact of a Sexual Nature/Sexual Misconduct/Sexual Harassment			●	●	●				SRO/Social Worker
24-Student Identification Card Violation	●	●	●						
25-Dress Code Violation	Follow Dress Code Protocol on page 37.								
26-Unsafe Action					●	●	●		Student Relations

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
	1	2	3	4	5	6	7		
Offense/Violation									
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 Contact Student Relations Prior to Submitting Violation						●	●	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 st Offense				●	●			Police Report GRIP	SRO
5b- Possession/Use/Under the Influence-2 nd Offense & Subsequent Offenses						●	●		
5c-Possession and/or Distribution of Drug Related Paraphernalia-1 st Offense				●	●			Police Report	SRO
5c-Possession and/or Distribution of Drug Related Paraphernalia-2 nd 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
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 30. Students will NOT be suspended for attendance-related infractions.							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				Social Worker
11-Classroom Disturbance		●	●	●	●	●	●		
12-School Disturbance			●	●	●	●	●	Incident Report	SRO as appropriate
13-Profanity/Obscenity		●	●	●	●	●	●		
14-Failure to Accept Disciplinary Action		●	●	●	●	●	●		
15-Chronic Tardiness	Follow Attendance Protocol on page 32. Students will NOT be suspended for attendance-related infractions.							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	Social Worker
16-Bus Misbehavior	●	●	●	●	●	●	●		
17-Conduct Outside School Hours/Away From School Contact Student Relations Prior to Submitting Violation					●	●	●		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-Inappropriate Bodily Contact of a Sexual Nature/Sexual Misconduct/Sexual Harassment		●	●	●	●	●	●		SRO Social Worker
24-Student Identification Card Violation	●	●	●	●	●				
25-Dress Code Violation	Follow Dress Code Protocol on page 37.								
26-Unsafe Action					●	●	●		Student Relations

OFFENSES AND CONSEQUENCES

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, vapors 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, vapors 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).**

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	Level 1 - Conference 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

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. 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. 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, all devices must be turned off (not on vibrate). The devices should not be heard or visible. **Students who violate this section will have their device confiscated and returned only to the parent/guardian.**

STUDENTS MUST NEVER SEND THREATENING/INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME. 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:	
Minimum:	Level 1 - Conference 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

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 function, on school property or school buses.

- A.** Students will not possess, use, or handle any weapon or any other tool, hazardous object or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," "hazardous objects" or "instruments" will include, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, or look-alike firearms, any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchaku, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration shall include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, night stick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. A student will not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items will include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids, devices, or caps.

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 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 1 - Conference
 Level 2 - Strategies (see pages 47-48)
 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.

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.

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, 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.

1st 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

2ND Offense and subsequent offenses and/or if the student’s conduct is a felony or designated felony possession: The student is suspended for 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.

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.

*** 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 5 – A/ B.**

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.

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.

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.

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 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 2 - Strategies (see pages 47-48)
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 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 2 - Strategies (see pages 47-48)
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 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 2 - Strategies (see pages 47-48) 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 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 2 - Strategies (see pages 47-48)
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 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 2 - Strategies (see pages 47-48)
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/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/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.¹

¹www.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.

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/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 62, 65-68, 70, 87-88.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 1 - Conference
 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 2 - Strategies (see pages 47-48) 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 - Intervention(s) (see pages 42-43) 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 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

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 of Unexcused Absences	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.
1 - 2	School notifies the parent of absences.
3 - 5	School notifies the parent of absences and refers student to the counselor or assistant principal who will then meet with the student and/or parent for the purpose 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 absences 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, Department of Family and Children Services or other agency.

NOTE: Students WILL NOT be suspended for attendance-related infractions only.

According to Georgia Department of Education research, an improvement of student attendance by roughly three percent or the equivalent of five instructional days increases the number of students meeting or exceeding standards on the Criterion Reference Competency Test (CRCT) by more 10,000 students.

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 tardies:

Number of Tardies	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.
1 - 2	Student receives a warning. Teacher 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. Parent contacted and referral to counselor and social worker. Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students WILL NOT be suspended 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.

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 2 - Strategies (see pages 47-48)
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 disruption of the school and/or threaten the safety or well-being of other students. Prohibited acts include, but are not limited to, **terroristic threats**, **gang-related activities**, walk-outs, sit-downs, **rioting/chaos**, picketing, trespassing, inciting disturbances, threats to the school, pranks, **bomb threats**, **pulling fire alarm**, **calling 911**, and actual violence during period of disruption, 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.

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 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 2 - Strategies (see pages 47-48)
 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.

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 2 - Strategies (see pages 47-48)
 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.

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:

Number of Tardies	School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.
1 - 2	Student receives a warning. Teacher 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. Parent contacted and referral to counselor and social worker. Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students WILL NOT be suspended for attendance-related infractions only.

16. BUS MISBEHAVIOR

NOTE: See Bus/Bus Stop Rules and Bus Matrix (pages 45-46)

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 46)

ELEMENTARY INITIATED CONSEQUENCES:

Minimum: Level 1 - Conference
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 1 - Conference
Level 2 - Strategies (see pages 47-48)
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 (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 53-54.

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 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 2 - Strategies (see pages 47-48)
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*. 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.

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 47-48)
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 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 2 - Strategies (see pages 47-48) 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 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 2 - Strategies (see pages 47-48) 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. INAPPROPRIATE BODILY CONTACT OF A SEXUAL NATURE/SEXUAL BEHAVIOR; SEXUAL MISCONDUCT; SEXUAL HARASSMENT

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.

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 47-48)
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 47-48)
Maximum: Level 3 - In-School Suspension of 1-3 days

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
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

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 74 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
First Offense	Verbal reprimand, contact parent and In-School Suspension (ISS) until end of day or correction of the violation
Second Offense	Required parent conference and two (2) days ISS

Third Offense	Contact parent, up to 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 being found in violation by a preponderance of evidence at the District due process hearing.
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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 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	

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	

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 46)

BUS REFERRAL MATRIX FOR SECONDARY STUDENTS

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

*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.

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.

Targeted Behavioral Contract	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
Detention	Detaining a student for disciplinary reasons before or after school hours (including Saturdays)
In-School Intervention	May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction
Probationary Contract	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
Lockout	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
Mediation	Referral to conflict mediation
Mentoring	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.
Discipline Warning Letter to Parents	Write-up for the discipline offense with a defined period of good behavior to prevent suspension
Progress Report	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
Referral	Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel

Restricted Activity	Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school
Restorative Practice	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
Shadowing	Parent/guardian attends class with their child at school for an agreed upon time during the school day.
Staffing	Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations
Substance Abuse Education	Required participation in *GRIP Program (Gaining Results Intervention/Prevention)
Time-Out	Temporary denial of a student's right to attend class
Violence Education	Required participation in *POINTS Program (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 | |

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 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 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-entry" 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. 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 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.

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. The School 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 punishment 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 of 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 afford 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 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 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 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 the parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three 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 Safe Schools and 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. By 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, as defined on page 35. 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.

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 page 25.)

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 10 days of receipt of this handbook.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Local school officials must notify parents annually at the beginning of the school year of their right to (1) consent to the administration of surveys funded in whole or in part by the U.S. Department of Education, or (2) opt out of the administration of any survey, regardless of funding, if these surveys contain questions from one or more of eight protected areas. These protected areas are: (1) political affiliations and beliefs of students or parents; (2) family mental and psychological problems; (3) sexual behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of close family members and friends; (6) legally recognized privileged or analogous relationships (e.g., lawyers, doctors, etc.); (7) student or parent religious affiliations, or beliefs; or (8) income (other than that required by law) to determine eligibility for program participation or financial assistance. Parents wishing to opt out of such surveys should submit their request to the school on an annual basis.

STUDENT COMPLAINT PROCEDURES

COMPLAINTS OF DISCRIMINATION OR HARASSMENT

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 to the Title IX Officer at 1701 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, 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 87 for the Bullying/Harassment/Hazing flowchart and page 88 for the Bullying/Harassment/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, 1701 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.

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.

SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

BULLYING, HARASSMENT AND HAZING

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, or drugs.

Board Policy: Bullying/Harassment/Hazing

Descriptor Code: JC DAG

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/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/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/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Schools shall keep reports of bullying/harassment/hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/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/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/hazing shall be implemented in accordance with the accompanying administrative regulation.

Administrative Regulation: Bullying/Harassment/Hazing Descriptor Code JCDAG-R(1)

The District expressly prohibits the bullying/harassment/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.

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/hazing at the beginning of the school year as part of the Code of Student Conduct.

C. Reporting Incidents of Bullying/Harassment/Hazing

Bullying/Harassment/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/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/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/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/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/hazing or participates in an investigation of bullying/harassment/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/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/Hazing

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/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/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/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/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/hazing and students who commit an offense of bullying/harassment/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/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.

GANG-RELATED ACTIVITY

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 – School Disturbance. 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.

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.

CELL PHONE/ELECTRONIC COMMUNICATION DEVICE USE BY STUDENTS

Students may possess and use electronic communication devices in accordance with procedures promulgated by the Superintendent. Such procedures shall provide that electronic communication devices may not be used during instructional time and must not interfere with the educational mission of the schools or pose a safety hazard.

All 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. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian.

NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING THREATENING/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.

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 a <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 Response to Intervention (RtI) process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the RtI process for the initial disruptions to Tier 3 for continuously disruptive behavior.

The initial focus of the RtI process is developing and implementing intervention strategies 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 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 intervention strategies for students with academic, behavior, or other types of problems. SST levels of interventions are implemented only if they are necessary as part of the progression through the tiers of intervention.

Once the student reaches SST/Tier 3, interventions are implemented for a specified period of time. If the strategies at SST/Tier 3 are not successful, based on data from the interventions implemented by the Assistant Principal for discipline and/or teachers as part of the committee, additional alternative interventions and modifications are developed and implemented for an additional specified time. A follow-up SST meeting is scheduled to review the results. 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 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 (**P**roviding **O**ptional **I**ntervention **N**eeded **T**o **S**ucceed) 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 (**G**aining **R**esults **I**ntervention/**P**revention) 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

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 page 43-44):

- 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, short shorts, net/see through garments, flip-flops, 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:

504 Coordinator
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980

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 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 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 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 videoformat.

<p>RECORDS:</p> <ul style="list-style-type: none"> • You have a right to look at your child’s education records. • You may also have the records interpreted or explained to you. • You may request to have something in the record changed or removed if you feel it should not be in your child’s record. • You have the right to add information, comments, data or any other relevant written material to your child’s record. • 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. • With your written permission, you may have a person acting on your behalf inspect and review the records. 	<p>EVALUATION PROCEDURES:</p> <ul style="list-style-type: none"> • 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. • You have the right to have your child assessed in all areas of the suspected disability. • The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. • 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. • You will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation.
<p>CONFIDENTIALITY OF INFORMATION:</p> <ul style="list-style-type: none"> • Your child’s educational records are <u>private</u>. • You can ask to have copies of only your child’s records. • School employees involved with your child may see your child’s records and do not require your permission. • No one else may see the results of your child’s records without your permission 	<p>Least Restrictive Environment:</p> <ul style="list-style-type: none"> • 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. • 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>INDEPENDENT EVALUATION:</p> <ul style="list-style-type: none"> • 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. • <u>Upon request</u>, the school district <u>must provide</u> you a list of <u>independent</u> evaluators so that you may choose one to test your child. • The school district must consider the results of an independent evaluator. • The IEP team uses the results of the test to determine if your child has a disability or needs special education. 	<p>SURROGATE PARENTS:</p> <ul style="list-style-type: none"> • 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. • Surrogate parents will receive special training and will act as the parent by giving consent and participating in IEP/other meetings. • The surrogate parent has the same rights and responsibilities as a parent in special education in matters relating to a student.

<ul style="list-style-type: none"> • You must be given opportunities to participate in any decision-making meeting regarding your child’s special education. • 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 it’s contents. • You are entitled to have IEP meetings held at a time and place mutually convenient to you and other members of the IEP Team. • 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>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> <ul style="list-style-type: none"> • 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. • 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 1870 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.
<p>CONSENT:</p> <ul style="list-style-type: none"> • The school cannot test/evaluate or re-evaluate your child without your permission/consent. • The school cannot place your child in special education or change your child’s program placement without your permission/consent. • The school district cannot release your child’s records without your permission/consent except to certain individuals identified in law. • You have the right to <u>not</u> give your permission/consent. • 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>DISCIPLINE PROCEDURES AND RIGHTS:</p> <ul style="list-style-type: none"> • 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. • Schools may remove students to alternative programs when there is a potential danger to the child, students, or school personnel. • Regardless of the setting, the school district must continue to provide a free appropriate public education for your child. • 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. • Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations. • These rights protect you, your child, and the school system.
<p>PRIVATE SCHOOL PLACEMENT:</p> <ul style="list-style-type: none"> • 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. • 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>CONTACTS:</p> <ul style="list-style-type: none"> • When you have concerns about your child’s education, it is important to tell the school principal or special education director. • 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 www.p2pga.org. • 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 www.gadoe.org to help find other helpful resources.
<p>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-EducationServices/Documents/Parents%20Rights/Parents_Rights_English%20r%201-14.pdf.</p>	

APPENDIX

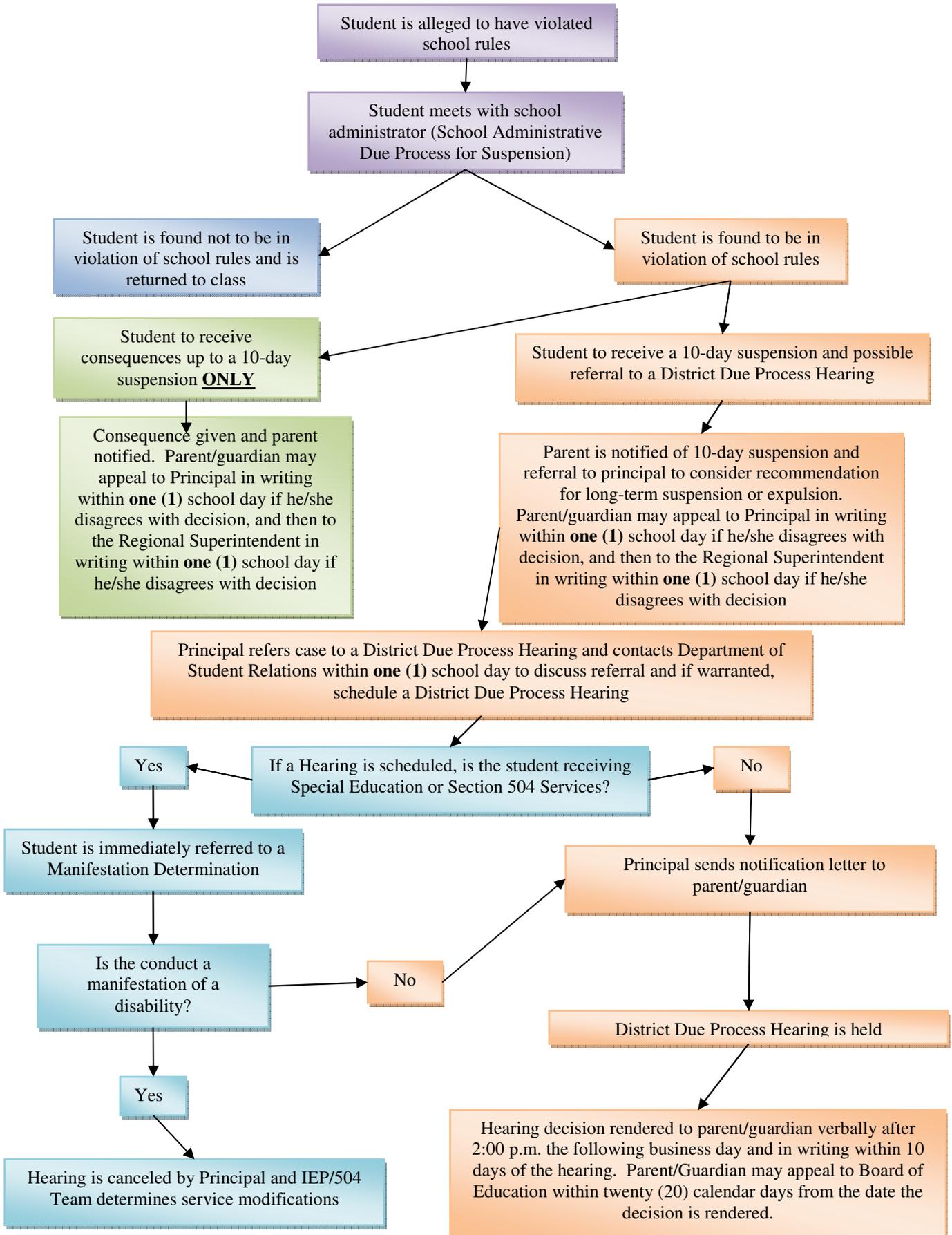
RIGHT TO KNOW PROFESSIONAL QUALIFICATIONS OF TEACHERS (ESEA)

In compliance with the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB), parents may request information about the professional qualifications of their child's teacher(s). The following information may be requested:

- 1) Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and the subject areas in which the teacher provides instruction;
- 2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification requirements have been waived;
- 3) The college major and any graduate certification or degree held by the teacher;
- 4) Whether the student 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



2016-2017
BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART

Parent, Guardian, Student or Concerned Citizen has a bullying, harassment, or hazing concern to report.

Report concern either verbally or in writing to any administrator, faculty or staff member or other personnel at the school (as soon as practicable but preferably within thirty (30) days).

Concern will be documented and submitted to the school principal or his/her designee and the report will be entered into Infinite Campus

The school principal or his/her designee will launch an investigation no later than the following school day; all investigations will include, at a minimum, the creation of a statement of facts and the interviewing of witnesses.

At an appropriate time during or after the investigation, the parents of all parties will be verbally notified, but no later than three (3) school days after completion of the investigation (consistent with federal confidentiality laws).

If found in violation of Code of Student Conduct, age-appropriate consequences will be given to the accused student(s); targeted student and parents will be notified of outcome (consistent with confidentiality laws).

Reporting person has no further concerns and incident is closed.

Reporting person believes that the school did not take appropriate or effective action to address bullying, harassment, or hazing.

Reporting person should contact the appropriate Regional Superintendent; he/she will launch an investigation into the matter within three (3) school days and provide appropriate feedback to the reporting person within ten (10) school days.

Reporting person has ongoing concerns that response was not appropriate or effective.

Reporting person should contact the Office of the Superintendent; he/she will launch an investigation into the matter within three (3) school days and provide appropriate feedback to the reporting person within ten (10) school days.

The school will conduct follow up with the targeted student and, as necessary, with the offender and/or the school community.

2016-2017
Bullying /Harassment/Hazing Report Form
 This form is available at www.dekalb.k12.ga.us/student-relations.

Today's Date _____ / _____ / _____ School _____

Person Reporting Incident: Name _____

Circle one: Victim/Target Concerned Student Parent/Guardian Relative Concerned Person Faculty/Staff
 Wants to remain anonymous? € Yes € No (If yes, do not write in name)

Telephone _____ - _____ - _____ E-mail _____

1. Name of student victim (Please print) School Age Race Gender

2. Name(s) of alleged offender(s) Status (Student, Faculty/Staff, Other) School Age Race Gender

3. Has this student been bullied, harassed or hazed on previous occasions? Yes No

4. On what date(s) did the incident(s) happen?

____/____/____ Time: _____ AM/PM ____/____/____ Time: _____ AM/PM
 Mo. Day Year Mo. Day Year

5. Where did the incident(s) happen? (Choose all that apply)

- On school property (Please circle): Classroom Hallway Cafeteria Gym/Locker Room Other
- At a school-sponsored activity or event off school property
- On a school bus (Please circle): AM/PM
- On the way to/from school (Please circle: AM/PM)
- On-line

6. Place an X next to the statement(s) that best describes what happened (choose all that apply):

- Harassment (race/ethnicity, color, religion, national origin, gender, disability, sexual orientation, gender identity, etc.)
- Physical Violence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
- Persuading another person to hit or harm the student
- Verbal (teasing, name-calling, making critical remarks, or threatening, in person or by other means)
- Hazing
- Extortion
- Intimidating or making rude and/or threatening gestures
- Exclusion (excluding or rejecting the student)
- Spreading harmful rumors or gossip or Public Humiliation
- Cyberbullying/Cyberstalking (Circle one: During School/After School)

7. Motivation of the bullying/harassment/hazing (Check one):

__Race/Color __Religion __Gender __Gender Identity/Sexual Orientation __Physical/Mental Disability
 __National Origin/Ethnicity __Other

Briefly describe the incident as reported to you or attach a written statement and any materials provided:

This report has been submitted to (Circle): Principal Principal's Designee (Name) _____

____/____/____ _____ Signature

Date Submitted Print Name Distribution: Original to Principal/Principal's Designee; Copy for student records, copy for submitter Revised 06-16-16



"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

**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. MELVIN JOHNSON, CHAIR

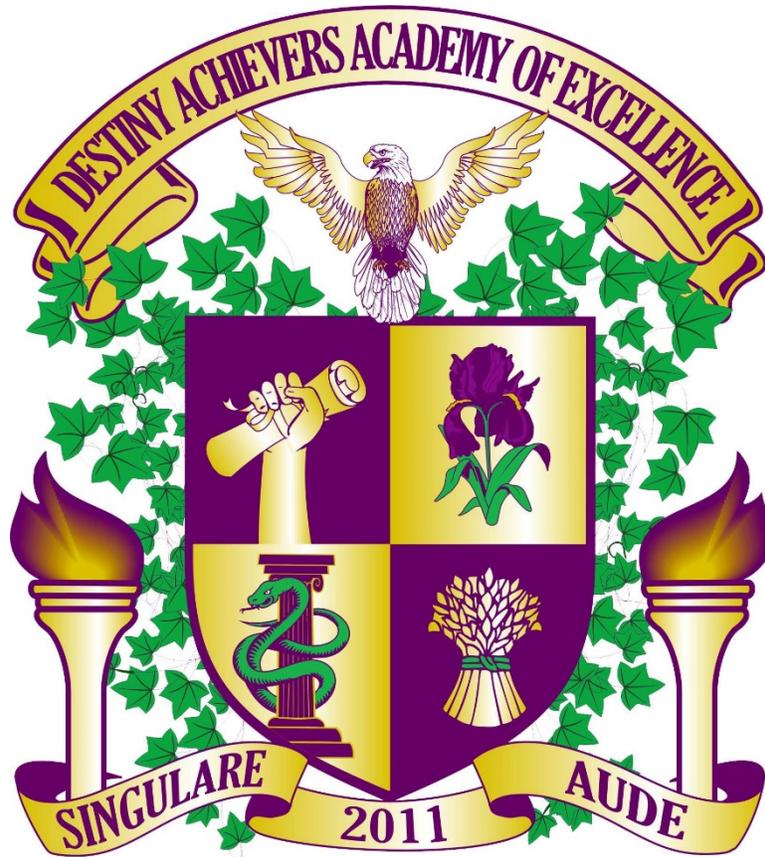
DR. R. STEPHEN GREEN, SUPERINTENDENT

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, age, gender, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.

EXHIBIT 13

School Discipline Policy and Procedures

2017-2018 STUDENT HANDBOOK



Destiny Achievers Academy of Excellence
3595 Linecrest Road
Ellenwood, Georgia 30294

Main Office: 404-328-0898

Fax: 404-328-1294

MISSION: The mission of Destiny Achievers Academy of Excellence is to provide each student with an opportunity to succeed academically in a structured and supportive environment.

Theme: “Every Student, Every Classroom, Every Day!”

ADMINISTRATIVE TEAM

Dr. Kelvin L. Griffin, Principal
Dr. Kalisha Sackey, Assistant Principal
Mr. Alexander Watson, Dean of Discipline

COUNSELING DEPARTMENT

Mrs. Gloria Hines, Counselor
Mrs. Sharee Jones, Parent Liaison
Mrs. Nicole Jarvis, Registrar

OFFICES

Main Office	404-328-0898
Fax	404-328-1294
Administrative Assistant	Ext. 104
Business Manager	Ext. 105
Counselor	Ext. 109
Custodian	Ext. 125
Dean of Discipline	Ext. 107
Nutrition Manager	Ext. 110
Parent Liaison	Ext. 108
SRO	Ext. 124

Teacher phone extensions are listed on their course syllabus.

Greetings Destiny Achievers Academy of Excellence High School Family,

The start of an exciting school year is upon us and it is my pleasure to welcome you to a new school year at Destiny Achievers Academy of Excellence High School. I trust our students had a restful, pleasant summer and are as eager as I am to begin the new school year with a positive focus on “teaching and learning” and improving the quality of our instructional program for our precious commodities: our students.

DAAOE’s theme for the 2017-2018 school year is . . . Every Child, Every Classroom, Every Day! Every child deserves committed, effective, and caring teachers and school leaders in every classroom, every day. We must share the belief that all students will and must learn at high levels of achievement. Our vision is to create an environment in our classrooms that morphs into this high level of learning. With your support, students can master a rigorous curriculum – and it is our expectation that they do. In order to effectively teach students, we must work collaboratively with teachers, students, and parents to achieve this shared educational purpose.

Our focus will be on the following core areas: Collaborative Leadership; Curriculum, Instruction, & Assessment; and Personalization of our school environment. This will not be an easy task for us, as the challenge is to meet each student at his or her academic level. Students have unique learning styles that require teachers to employ a host of teaching practices and techniques to engage every student, every day.

Once again, I am super-excited about the 2017-2018 school year. Together, with your participation and collaboration, we will defeat our challenges and student achievement will thrive.

It is a pleasure to serve each and every one of you! Go Eagles!

Sincerely,

Kelvin L. Griffin, PhD
Proud Principal

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POLICIES AND PROCEDURES

ACADEMIC DISHONESTY

The DeKalb County School System considers cheating on a test, quiz, or assignment to be a serious breach of conduct. The student will be penalized with a zero for the work, with notification to the parents/guardian of the reason for the action. These actions are considered to constitute cheating:

1. Using unauthorized materials in a test situation;
2. Receiving unauthorized information regarding a test;
3. Giving information to another student in a test situation;
4. Passing answers to someone who has not taken the test;
5. Turning in work for credit which is not one's own;
6. Plagiarizing work (failure to document style format).

ACCOUNTABILITY FOR TEXTBOOKS AND MATERIALS

According to DeKalb County Board Policy, "students who lose or destroy school property shall be required to reimburse the DeKalb County Board of Education for the current replacement value of the item(s)." Further, "students who fail to make restitution to the DeKalb Board of Education shall have their report cards and/or certificates of promotion/diplomas withheld."

ATTENDANCE POLICY

Daily attendance and punctuality is an expectation for all students of Destiny Achievers Academy of Excellence. In the event that a student is not able to meet this expectation, they will be withdrawn from their class when they have exceeded five (5) unexcused absences. Please note that two tardies is equivalent to one absence. Per the Georgia Board of Education and DeKalb County School Board Policy, excused absences are as follows:

1. Personal illness – Written documentation from a parent or doctor must be submitted.
2. Death or illness in the immediate family – Provide a funeral program or obituary
3. Religious holidays;
4. Instances where attendance by the student will be hazardous;
5. Tests and physical exams for military service and the National Guard;
6. Students eligible to vote in a public election may be allowed no more than one day for registering to vote or voting in a public election; or
7. A student whose parent or legal guardian serving in the U.S. military may be allowed up to five days per school year to visit with the parent or legal guardian either prior to the parent or legal guardian's deployment or while the parent or guardian is on leave from deployment.

Additionally, students shall be marked present and not counted as absent in the following circumstances:

1. Students serving as pages of the Georgia General Assembly shall be counted as present for days missed from school for such service; and
2. Students in foster care shall be counted present when attending court proceedings relating to their foster care.

A parent/guardian may appeal a withdrawal by obtaining a Reinstatement Form from the Parent Liaison. The Reinstatement Form must be completed and submitted to the Parent Liaison within two days of the withdrawal. The Parent Liaison will then set up a meeting with the parent/guardian and student to determine the outcome of the appeal. Only one Reinstatement Form per class each semester will be granted.

Fall 2017 Class Schedule

Breakfast: 8:00am- 8:15am

1st Period: 8:20am – 9:15am

2nd Period: 9:20am – 10:15am

3rd Period: 10:20am -11:15am

Advisory: 11:20am – 12:00pm

4th Period: 12:05 pm – 1:30pm

<p>A Lunch: 12:05pm – 12:30pm Class: 12:35pm - 1:45pm</p>	<p>Class: 12:05pm -12:32pm B Lunch: 12:35pm -1:00pm Class 1:03pm – 1:00pm</p>	<p>Class: 12:05pm - 1:15pm C Lunch: 1:05pm - 1:30pm</p>

5th Period: 1:35pm -2:25pm

6th Period: 2:30pm – 3:25pm



CHANGE OF ADDRESS OR TELEPHONE

When there is a change in the student's profile (i.e. address or telephone), the student and/ or guardian should inform the registrar and complete a student information sheet form immediately. All students' records **MUST** remain accurate and current. Proper documentation of new address (i.e. utility bill or lease) must be provided.

CHECKING-IN

Students arriving after 8:20AM will report directly to the Main Office to check in. Students arriving after 9:00am will go directly to the Parent Liaison to check in. After checking in, students will be sent to the appropriate class. Also, parents must provide documentation (such as doctor excuses, court notices, etc.) for each excused absence or tardy.

CHECKING-OUT

Students who depart before the end of school must report to the Main Office when called for check-out. Persons checking out a student must be a parent or guardian with proper ID and recorded permission in the student's record. Parents must pick up the student from the Main Office. Students cannot be checked out after 3:00pm.

DETENTION

Teachers administer detention to students to correct minor infractions. Detention is conducted either before or after school, is meant to be inconvenient for the student. Students will be given one day's notice and are expected to inform the parent/guardian of their disciplinary obligation and arrange for transportation to home or to school. Teachers may assign a maximum of thirty (30) minutes detention for minor rule infractions. Teachers will contact the parent/guardian regarding the detention. The detention will be served in the teacher's room or another designated area. Failure of the student to serve detention could result in the doubling of the detention, or the student may be charged with code #14 of the Student Code of Conduct handbook. Teacher's assigned detentions **MUST** to be served by the student regardless of administrative action taken.

DISCIPLINE INTERVENTION PROCEDURES

Parents will be notified by the Dean of Discipline and/or teachers to discuss effective strategies for remediating problem behavior. Students may be referred to counseling for assistance.

DISRESPECT

Students who show blatant disrespect to staff members, bus drivers, or other adults will be referred to the Dean of Discipline for possible suspension.

DRESS CODE

The uniform is a symbol of unity, pride, and excellence; therefore, the dress and appearance of the student should always be neat and proper. Students will not be admitted to school or class wearing pants without a belt, and/or pants that are sagging or exposing underwear. Dressed in proper attire, students are to enter the building report directly to the cafeteria.

The required uniform daily attire is:

- DAAOE Shirt (Shirts MUST BE tucked during the school day, and DAAOE logo must always be visible)
- Khaki pants (4 pockets only with belt- no cargo, no jeggings)
- DAAOE Jacket
- Clear or Mesh Book Bag **ONLY**

The following items are violations of the dress code and are not permitted:

- Hoodies
- Sagging pants
- Wearing jackets, sweaters, or hooded outerwear not of school logo
- Caps (must not be worn in the building at any time)
- Headbands, bandannas, scarves
- Picks, combs, hair rollers, etc.
- Flip flops, shower shoes, heels higher than 2.5 inches
- Sunglasses

Failure or refusal to conform to school uniform policy:

- 1st Violation – Conference with the student and contact parent
- 2nd Violation - Face-to-face parent/guardian conference with the Dean of Discipline
- Three (3) violations of the mandatory uniform attire, makes your child ineligible for certain privileges and may result in suspension and/or withdrawal from school.

ELECTRONIC DEVICES

Students will not use any electronic communication device, including but not limited to, headphones, cellular phones, smart phones, walkie-talkies, and similar devices, during instructional time (8:00AM - 3:30PM) (except for approved instructional purposes) or on school buses. At all other times, all devices must be turned off (not on vibrate) and put away. Students who violate this section will have their device confiscated by the Dean of Discipline and returned only to the parent/guardian. It is the responsibility of the student, if his/her electronic device is lost or stolen.

FINANCIAL OBLIGATIONS

Students are responsible for meeting any outstanding financial obligations (textbooks, student fees, trip fees, class fees, library fines, fundraiser debt, etc.). No staff member will be permitted to collect funds for new expenses incurred by the student, for the new school year, unless all previous financial obligations of said student have been cleared from the financial obligation list or the Principal approves a waiver or alternative payment options for the financial obligations.

FIRE DRILLS

State law requires monthly fire drills. Emergency procedures for exiting the building are posted in each classroom. Students should leave the building quickly and in an orderly manner to provide safety for the entire group.

GRADE REPORTS & POLICIES

PROGRESS REPORTS

At the end of the 4.5, 9, and 13.5- week grading periods, a progress report is given to ALL students. It is the students' responsibility to give this progress report to their parents/guardians. If the progress report is unsatisfactory, teachers will prepare a Deficiency Report with Plan for Remediation. Parent-teacher conferences are encouraged, especially if the progress of a student is unsatisfactory. These conferences may be requested by either the parent/guardian or the teacher.

REPORT CARDS

Report cards are issued approximately 10 days after the end of the semester. These scales explain the meaning of academic and conduct codes:

ACADEMIC GRADING SCALE (DCSS)

Excellent	A = 90 - 100	CONDUCT	GRADING PROTOCOLS
Good	B = 80 – 89	S = Satisfactory	25% - Assessment During Learning
Fair	C = 71- 79	N = Needs Improvement	45% - Guided, Independent, or Group Practice
Passing	D = 70	U = Unsatisfactory	30% - Summative Assessments
Failing	F = 69-0		

Overall Grade Point Averages in the DeKalb County School System will be computed on a 4.0 scale. All final grades are recorded in numerical form. Report cards will be issued at the end of fall and spring semesters. The fall report cards are given to the students to take home and the spring report cards are mailed to parents.

GRADE APPEALS

Fall Semester: All grade appeals MUST be submitted to the Assistant Principal of Instruction, during the first seven (7) days of the fall semester. Parents must meet with the teacher(s) prior to requesting a grade appeal. Each appeal should be supported with documentation (i.e. graded papers).

Spring Semester: All grade appeals should be communicated within the first seven (7) business days at the beginning of the next school year. The above procedures must be followed.

INCOMPLETE GRADES

Incomplete grades may be awarded in special cases, but the incomplete grade must be changed to a numerical grade within 10 calendar days of the next semester. The Assistant Principal for Instruction must give prior approval for incomplete grades

HOUSE RULES

HALL PASSES

No student will be allowed to leave class or walk the halls without an official hall pass from the instructor. Do not allow a student from another room into your class without a proper pass. Do not send a student to the main office unless an administrator or office personnel sends for the student. Students sent to the counseling office must be given a pass. A student must be given a pass when called to any office.

HALL RULES

Consistent expectations for positive student behavior during transition support order and eliminate disruptiveness of the school environment.

1. Students must use a quiet and respectful tone in the hallway.
2. Students will report to the cafeteria before school for breakfast. All students will be released to class at 8:20am.
3. Students must stay on the school grounds during the entire school day unless using the official checkout procedures for emergencies, work-based learning, OEC, or Move On When Ready enrollment.
4. Students must report to the school bus or to a supervised after-school activity by 3:45 pm each day.
5. Once a student exits the building, a student may not reenter the building except for an emergency. All other students must report to the outside front area where they may remain until 4:00 PM.
6. Students may not eat in the hallways. Snacks and lunches must be eaten in the cafeteria. All garbage should be deposited in trash cans.
7. Students are not allowed use of electronic devices in the hallway. During class change, students must proceed quickly to classes.

RESTROOM PROCEDURES

Students are allowed to use the restrooms during transition, emergencies, and/or legitimate need. When releasing students from classes to use the restroom, teachers must provide an official hall pass to the restroom. Students will be asked to adhere to the procedures as follows:

- Be respectful by using the restroom quickly and quietly;
- Take pride in a neat and clean restroom.
- Be responsible by flushing and washing hands every time!!
- No playing or congregating in the restroom.

Due to the level of instruction missed when students are absent, it is strongly advised to keep all students in the classroom. Students are given enough time during transition to use the restroom.

ILLNESS

Students who become ill during the day should notify their teacher. Students will be sent to the Parent Liaison, and the parent or guardian will be called. Parents must pick up their students from the Parent Liaison. Students are not allowed to stay in the bathrooms for an extended period.

Special Notation:

A student returning from an extended illness (More than 3 days) must present a doctor's note in order for those absences to be counted as excused. Other illness will be counted as unexcused, and course work may not be completed.

Illness Three (3) Days or less:

Parents should inform the Parent Liaison if a student misses school because of an illness for three (3) days or less. It is the responsibility of the student to contact each teacher and complete missing assignments.

Illness More Than Three (3) Days BUT Less Than Two (2) Weeks:

If a student is out of school three (3) or more days but less than two weeks, parents must contact the Parent Liaison to request assignments. Parents must secure assignments from the counseling center. A student returning from an extended illness (More than 3 days) must present a doctor's note in order for those absences to be counted as excused.

Illness Two (2) or More Weeks:

Parents should contact the Parent Liaison if a student is going to miss school two (2) or more weeks due to illness. A student returning from an extended illness (More than 3 days) must present a doctor's note in order for those absences to be counted as excused. Also, parents must contact the Parent Liaison to request Home Instruction. Home Instruction must be approved prior to services being rendered. Students are not eligible if absence is due to the following:

- Communicable Diseases (except as specified Georgia Board of Education Policy)
- Expulsion, Suspension
- Cases of pregnancy not requiring abnormal restrictions

IN-SCHOOL SUSPENSION (ISS)

Students assigned to ISS **by administration only**, are counted absent by teacher. The administration will indicate that the student is in In-School Suspension in Infinite Campus. Students will have the opportunity to complete their academic assignments from their regular teachers. ISS is a structured disciplinary environment in which a student is isolated from regular classroom activities. The Code of Student Conduct will be strictly enforced.

Students who are assigned to ISS must abide by the following rules and policies:

1. Attendance:
 - a. ISS students will meet **in the assigned location by 8:20 a.m** or by the start of the period assigned.

2. Dress Code: Students will comply with the dress code.
 3. Supplies:
 - a. Students are responsible for bringing materials to complete class assignments.
 - b. Students need to have notebooks, paper, pens, and pencils.
 - c. Only those items that pertain to class assignments will be allowed in ISS.
 - d. **No cell phones or other electronic devices.**
 4. Meals:
 - a. Lunches are the only meal served in ISS. The administrator will advise the students of their lunch time. Students will eat their lunch at their ISS desk.
 5. Assignments:
 - a. Students will be given assignments from their teacher that is equivalent to the work completed in class. Students will not be permitted to leave ISS for class participation for any reason. Lab assignments, presentations, computer work, etc. must be made up with the teacher when returning to class.
 - b. Students will spend the day working on those assignments.
 - c. Work is to be done neatly and in a timely manner. Assignments will be sent to the student's teachers for grading.
 - d. Students will not transport their assignments.
 - e. Students will be assigned a seat, and they must keep their areas clean. No writing on the desks. Extra time or further consequences will be given for vandalism.
- **FAILURE TO FOLLOW ISS RULES AND POLICIES WILL RESULT IN EITHER ADDITIONAL ISS DAYS OR OSS. THE AMOUNT OF TIME ADDED WILL BE DETERMINED BY ADMINISTRATION ACCORDING TO THE RULES AND POLICIES VIOLATED.**

RETRIEVING MAKE-UP WORK IF GIVEN OSS OR ISS

The parent and/or student shall access all make-up work by consulting with the teacher. All make-up work should be submitted to the appropriate teacher within two days of returning from suspension.

LOST AND FOUND

Found articles should be turned in to the Counseling Center. These items will be donated to charity if they are not claimed by the end of each month.

LUNCH PERIOD AND CAFETERIA PROCEDURES

Students are allowed in the cafeteria during the time they are assigned to have lunch. In the cafeteria, students generally choose the table at which they eat and may enjoy this privilege as long as they maintain good cafeteria conduct. Monitors reserve the right to move students who are in violation of the established rules. All paper waste disposable trays, disposable dishes, plastic utensils, trays, and uneaten food is to be deposited in the proper containers. Throwing of waste or food will never be tolerated. Serious consequences will result for infractions. Discipline for cafeteria violations may range from detention to suspension.

Students are NOT allowed to leave campus or order pizza/other food items during lunch. Before going to lunch the first day, teachers will instruct students on proper procedures during the lunch period. Students are to leave the classroom and report to the cafeteria and return to the classroom at the end of their assigned lunch schedule. During the lunch period, students must use the restrooms during lunch. Students are not permitted to leave the cafeteria without a pass.

SELLING FOOD AND OTHER ITEMS ON SCHOOL PROPERTY

Students, club and organizations are not allowed to sell any food items or any other items at school during the day. Clubs and organizations that wish to sell candy and other consumable items must schedule time with the principal for after school hours. Students who violate this policy will be disciplined.

MAKE-UP WORK POLICY

It is the student's responsibility to complete make-up work during tutorial after school or on Saturdays. All make-up work must be completed within the 4.5-week grading period. In the case of missed tests or quizzes, students must make afterschool or Saturday arrangements with the teachers. All assignments missed during absences will receive grades of ZERO. Cases of extended absences will be handled by the teachers in conjunction with the Parent Liaison and Assistant Principal. Teachers will establish specific guidelines for completing long-term assignments (research papers, projects).

MEDICATION

Medication will not be administered to students (this includes aspirin). Students who must take legally prescribed medication must complete the appropriate form. If a student is to take legally prescribed medication, the parent or guardian must bring the medication to the school in the original container and store it in the Counseling Center for dispensing to the student at the specified times. Any faculty or staff member taking medication must keep the medication in its original container and must not share this medication with students.

PARENT CONFERENCES

Individual Conferences - Each teacher is responsible for setting up individual conferences. Each teacher has a telephone number with voice mail or e-mail www.daaoe.org. Parents should call and leave a message for the teacher to schedule a conference. If the parent does not receive an email or call from the teacher after forty-eight (48) hours, he/she should contact the Assistant Principal at 404-328-0898.

Group Conferences - Parents wanting a conference with all of their child's teachers should contact the counselor at 404-328-0898.

PARKING PERMITS/PARKING PROCEDURES

The student parking lot is located in the back of the school. Each student who parks a vehicle on the school campus must complete a parking application and return it to the Dean of Discipline. Parking privileges may be revoked for excessive absences, tardies, referrals, weapons, drugs, violence, threats, and bullying.

SCHEDULE CHANGES

Students must complete a Schedule Change Request Form completed and signed by the student and parent in order to request a schedule change. Schedule Change Request Forms can be found in the counseling center and with your advisory teacher. If there is a need to request a schedule change, requests will be considered only for the following reasons:

- Credit already received for a scheduled class
- Incomplete schedule
- Course needed for 2018 graduation

DAAOE reserves the right to make adjustments to student schedules due to changes in enrollment and/or to balance class sizes.

SEMESTER EXAMS

The last two days of each semester are scheduled as semester exams. Semester exams are comprehensive in nature for general and advanced courses. The exams generally carry a grading weight for the semester of not more than twenty-five (20) percent of the final grade. Early exams are not permitted. School calendars designating exam days are available. Absences on exam days are strongly discouraged. If a student misses final exams for any reason (i.e. suspension, traveling, etc.), make-up exams will be available the first two (2) days of the following semester (no exceptions). It is the responsibility of the student to make the necessary arrangements with his/her teacher(s).

TUTORING

Students attending afterschool tutorial sessions must be in the tutorial classroom by 3:45PM. Students will not be admitted to tutorials after 3:45PM. If a student is attending more than one tutorial, he/she MUST have a pass to move to the next tutorial session. Students not attending a supervised activity must be off campus by 4:00pm.

VISITORS

The school extends a courteous welcome to all adult visitors who have a legitimate reason to visit the campus. Visitors are required to report to the main office to obtain authorization and a visitor's pass. Under no circumstances will visitors be allowed to infringe upon student or teacher class time. Unauthorized persons found loitering on the campus or in the building will be asked to leave immediately. **Students from other schools may not visit DAAOE classes.** Furthermore, student visitors who come to pick up DAAOE students may not get out of their cars.

WITHDRAWAL PROCEDURES

Student withdrawals are requested by parents or guardians only. After the request is made, the registrar will notify the teacher to collect all class materials from the student. The students will use the withdrawal form to retrieve all transfer grades.

EXHIBIT 14

School Grievance Policies and Procedures

Hiring Practices

The following criteria should be used to screen those persons whose fingerprints or background checks indicate some type of irregularities. Those irregularities can be in the form of former convictions. Where necessary, a preponderance of the evidence will be taken into consideration.

Any report that comes back with a disposition of an arrest will result in the application being held until the applicant can provide a written disposition of the charges from the court to the Destiny Achievers Academy of Excellence Human Resources Department.

Any applicant who knowingly falsifies and application or any employment forms may be disqualified for employment or terminated from employment.

1. Felony convictions.
 - a. A conviction ten years or older will be at the discretion of the Principal.
 - b. A conviction for bad checks will be reviewed considering recentness, dollar amount, and frequency; HR personnel will make recommendation to proceed to proceed or not to proceed.
2. Other convictions
 - a. A conviction involving drugs or illegal substance within the past seven years will be investigated prior to an employment decision being made.
 - b. A conviction for charges of violent crimes (assault, battery, etc.) will be investigated prior to an employment decision being made.
 - c. A conviction for any misdemeanor will be reviewed before a decision regarding employment is made.

MOTOR VEHICLE/TRAFFIC CONVICTIONS FOR EMPLOYEES NOT TRANSPORTING STUDENTS (To include Teachers, Substitutes, and Paraprofessionals)

DUI: No more than two within the past five years and no more than one in the last year from date of application.

Deposit Account Fraud/Bad Checks or minor traffic offenses are allowed but should be reviewed.

PROBATION/PENDING ETHICS

As long as an individual is under the court's care, or serving out any sentence, Destiny Achievers Academy of Excellence Academy cannot consider them for employment. Destiny Achievers Academy of Excellence must receive documentation that probation has been completed and they have been released from the court's supervision. Additionally, anyone with a pending issue with the Professional Standards Commission must provide resolution or disposition of any ethics issues before Destiny Achievers Academy of Excellence can consider them for employment.

PERSONNEL COMPLAINT FORM

This form is to be used to file Complain or a Grievance or General Stakeholder Complaint

Please check applicable categories: ADMINISTRATOR/SUPERVISORY POSITION: CERTIFIED NON-CERTIFIED/CLASSIFIED EMPLOYEE

INFORMAL CONFERENCE TO RESOLVE Issue or Complaint.
Informal Early Intervention Discussion to resolve workplace disputes. This request must be filed within ten (10) days after the date on which the complaint arose.

LEVEL I: LEVEL II - APPEAL LEVEL III – MEDIATION

Employee's Name: _____
Department: _____
Home Address: _____
City: _____ State _____ Zip _____
Email Address: _____
Home Phone: _____ Cellular Phone: _____
Employee ID#: _____ Date of Hire: _____
Position/Classification: _____

EMPLOYEE'S STATEMENT OF COMPLAINT

1. State the date of the occurrence of the most recent incident or other matter on which the Complaint is based:

2. Names(s) and title(s) of charged party or parties:

3. Names(s) of witness if any:

4. What statute, policy, rule, regulation, or written agreement has been violated, misapplied, or misinterpreted?

Complaint and Grievance Procedure for Staff Destiny Achievers Academy of Excellence Academy

Personnel at the Destiny Achievers Academy of Excellence (DAAE) shall have the right to present and resolve complaints relating to matters affecting employment at the lowest organizational level possible. The Governance Board encourages all employees to resolve their complaints informally in a spirit of collegiality where possible. The following is presented as procedure where such efforts do not succeed, or where for any other reason, the employee desires to pursue this procedure. [Act of the General Assembly of 1992, O.C.G.A. 20-2-989.5 et seq.]

For Certified Employees

SECTION 1-C. DEFINITIONS.

1. "Level One Administrator" means the principal of DAAE with respect to teachers assigned to that school and the immediate supervisor of the complaining party. With respect to the certified Administrators supervised by the Principal, the "Level One Administrator" shall be the immediate supervisor of the complaining party. In any case not covered by this paragraph, the "Level One Administrator" shall be the supervisory certificated person designated by the Governance Board or in the absence thereof, by the Principal to hear the complaint.
2. "Head/Lead administrator" of DAAE means the School Principal.
3. "Complaint" means any claim or grievance by a certificated employee of DAAE which is filed pursuant to this policy and which comes within the scope of the policy on complaints and grievances.
4. "Notification" means delivery in person to the party entitled to notification, or deposited in the United States Mail, certified mail, return receipt requested, to the last known address of the party notified.
5. "Board" of DAAE means the Board of Directors also known as the Governance Board of Destiny Achievers Academy of Excellence Charter School.
6. "Superintendent" means the Superintendent of the DeKalb County School District.
7. "School Board" means the Board of Education of the DeKalb County Schools Board of Education

SECTION 2-C. SCOPE OF COMPLAINT; EXCLUSIONS.

1. Scope. Unless excluded by paragraph (b) hereof, this complaint and grievance procedure is applicable to any claim by any professional certificated by the
2. Professional Standards Commission who is affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies rules, regulations, or written agreements of this school or with which the school is required to comply.
3. Exclusions. The following shall not be subject to complaint pursuant to the provision of this policy:
 - a) Personnel evaluation job performance ratings and professional development plans pursuant to O.C.G.A. § 20-2-210;
 - b) The termination, nonrenewal, demotion, suspension, or reprimand of any employee pursuant to O.C.G.A. § 20-2-940, et seq;
 - c) The revocation, suspension, or denial of certification of any employee pursuant to O.C.G.A. § 20-2-790, et seq;

Destiny Achievers Academy of Excellence

- d) A matter that has already been presented directly to the DeKalb County School Board pursuant to O.C.G.A. § 20-2-1160; and
- e) A sexual harassment, or hostile work environment complaint that may be submitted pursuant to DeKalb County School Board Policy GAEB.
- f) “Complainant” means any certified employee of DAAE who files a Complaint pursuant to this policy.
- g) A document is “filed” when it is physically received in the Principal’s office via U.S. Mail, e-mail, facsimile, or hand-delivery.
- h) “Notice” may be accomplished by certified mail, e-mail, facsimile, or hand delivery. If the written Complaint form does not include an address, notice to the Complainant is accomplished by certified mail to the Complainant’s last known physical address submitted to the Principal. If the notice is sent by certified mail, it is deemed delivered upon its deposit in the United States mail; it must be adequately addressed and must contain adequate postage.
- i) “Notice of Summary Dismissal Letter” may be accomplished by certified mail or hand delivery and will follow the procedures as set forth by the DeKalb County Schools Administration. Summary of Dismissal Procedures pursuant to O.C.G.A. § 20-2-989.8.

SECTION 3-C. Form, Timelines, Failure to Meet Timelines, Resolution.

1. The Complaint must be in writing and shall include the following components:
2. The total time frame should not exceed sixty (60) calendar days from the date the Complaint is filed to the date a copy of the Governance Board’s decision is delivered to the Complainant, unless time limits have been mutually waived by the parties through a written agreement.
3. **Any complaint not processed within the timetable required in this procedure shall be forwarded to the next level designated.**
4. The time restraints may be extended by mutual, written agreement of the Complainant and the administrator or the Governance Board. The extension, by agreement, of any time limit will automatically extend the overall sixty (60) day time limit or by an additional (60) days.
5. The time restraints contained herein may be extended by the mutual, written agreement of the Complainant and the administrator and/or Governance Board. The extension, by agreement, of any time limit herein shall automatically extend the overall sixty (60) day time limit or by an additional (60) days.

Informal Conference to Resolve

To expedite the resolution of Complaints at the lowest possible level, employees are encouraged, to first file a request for an Informal Conference to Resolve (“ICR”) with his/her immediate supervisor, prior to requesting a Level One Conference.

1. Employee should make an appointment with immediate supervisor to discuss the nature of the complaint and state the relief desired.
2. Employee can reference or describe the nature of the complaint, the statute, rule regulation or policy, agreement, that is alleged to have been violated misapplied or misinterpreted.
3. They may also submit notes in writing if they feel this is appropriate.
4. Supervisor will provide responses at that time if appropriate and/or if known.
5. If they are not known and if more information is need to be researched; Administrator must provide a date certain (*not to exceed 10 working days*) to get response back to the employee.

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6. Administrator must schedule a meeting with employee and give response to employee; must also make memo in writing. File in immediate supervisor's office files.

Level One Hearing

1. At the conclusion of the ICR, the employee needs to let his/her immediate supervisor know that the resolution to his/her complaint/grievance was not satisfactory. Further, the employee has five days to make this decision and it must be done within five working days (5) in writing, from the time his/her supervisor presented the employee with their decision.
2. If the employee decides that they do not like the decision of their immediate supervisor, then they move to a **Level One Hearing**; they have five (5) working days to file a complaint in writing with the Principal of DAAE, [this is now a total of ten (10) days]
3. The employee must submit the following in a letter:
 - a) Employee must state in writing the nature of the complaint and the fact that they have gone through the ICR process and the outcome.
 - b) Employee must state why they believed the outcome was not correct.
 - c) Employee must state the desired outcome and why.
 - d) Employee must bring forth additional evidence and/or witnesses if essential or necessary.
 - e) Principal must sign and date the letter presented by the employee as showing received and the date received.
 - f) Employee must bring forth any other pertinent information identified by the Principal.
 - g) The Principal has ten (10) working days to research and provide response to the complaint in writing-
 - h) Any response to the employee must be in writing with the reason for said decision and must be submitted within the ten (10) day period and will be filed in the employee's file. Employee must sign and date the copy of the letter from the Principal.
 - i) At the conclusion of the **Level I Hearing**, the employee needs to let the Principal know that the resolution to his/her complaint/grievance was not satisfactory. Further, the employee has five days to make this decision and it must be done within five working days (5) in writing, from the time the Principal presented the employee with the decision.
 - j) If the employee decides that they want to move to a **Level Two Hearing**, they have five (5) working days to file a complaint in writing with the Governance Board of DAAE. They must do this by sending a letter to the Chair of the DAAE Governance Board.
 - k) Any complaint not processed within the timetable required in this procedure *cannot* be forwarded to the next level, but will be *reconvened* down a level.

Level Two Hearing-Appeal from Level One

1. The employee has decided that they want to appeal the decision of the Governance Board of DAAE and wants to move to a Level Two Hearing.
 - i. Must state the nature of the complaint
 - ii. Must state that they have been through the Informal conference process and the Level One Process; must state the outcomes of the previous process and why.
 - iii. Must submit the reason they want to move to Level Two Hearing.
 - iv. Must state the outcome they are looking for and why.

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2. Within five (5) working days of the Level One decision, The employee must submit the following in a letter addressed to the Chairperson of the Destiny Achievers Academy of Excellence Governance Board of Directors (Governance Board):
 - a) The letter can be submitted one of two ways-
 - a. Hand delivered to the Principal's office where the submitter must ensure that it is hand stamped and dated and a copy is received by submitter; or
 - b. Letter is placed in U.S. mail and sent by Certified Mail with signature receipt requested to sender.
 - b) The letter must be responded to by the Chairperson who will identify the following-
 - a. Acknowledgement of receipt of letter within ten (10) working days of receipt of the request.
 - b. A sub-committee of Governance Board of Directors (3) who will hear the complaint.
 - c. Include the Time, Date, Place of said Hearing in response to the employee and also include any evidence or materials the employee should bring with or submit prior to the meeting.
 - c) Employee must acknowledge receipt of response and schedule the meeting time as designated or ask for another date within five working days of receipt of acknowledgement from Governance Board Chair.
 - d) After Sub-Committee hears evidence, they will make a recommendation to the "Committee as a Whole."
 - a. The Board of Directors can also remand the decision back down to the Principal, letting the employee know that it is their decision for the Principal to re-open and re-consider.
 - b. The Principal must make his decision within the same timeline that the Board of Directors had.
 - c. The decision from either the Governance Board or the Principal must be made in writing and must be submitted within the timeline.
 - e) The Governance Board will take action on the decision and disseminate the decision to the employee in writing.
 - f) Governance Board Chair must sign and date the letter presented by the employee as showing received and the date received.
 - g) Any complaint not processed within the timetable required in this procedure must be forwarded up to the next level

Level Three - Appeal from Level Two - Mediation

1. Should the DAAE employee decide that they wish to appeal the decision made at Level Two, they have the ability to appeal that involves going to Mediation.
2. Contact to go into mediation requires that the employee:
 - a. Submits letter to the Chair of the Governance Board of DAAE within five (5) working days of receipt of decision of the Level Two Appeal.
 - b. The request *must state that the Employee wishes to enter into Mediation with the Leadership* [Principal] of the Destiny Achievers Academy of Excellence; further is must state that the employee was not satisfied with the Level Two decisions and therefore wishes to enter into the Mediation process for a final decision.
3. A third party neutral will contact the employee and the Principal and begin to schedule the Mediation process to the mutual approval of both parties.

SECTION 4-C. Records, Time, Representation, Costs, Reprisals.

For the Record

1. The proceedings of the Informal Conference to Resolve are between the immediate supervisor and the employee only. The immediate supervisor makes simple notes and resolves the issue. Direction and memorandum are only provided to address and resolve the issues if deemed necessary to resolve and become part of documentation of the record. Said documentation will be shared as necessary. Otherwise it is filed with the principal only.
2. The proceedings at Level One and Two shall be accurately recorded by mechanical means, and all evidence introduced at this level shall be preserved. The record of the proceedings and the evidence introduced shall be made available at all times and memorialized in the school files and ultimately the employees record.

Time Limits:

The administrator and/or the presider of the hearing shall have the authority to maintain order at any hearing; they will be able to limit the time within which the Employee or any other party presenting evidence or examining witnesses must be completed. Time limits may be imposed at the outset of the hearing or at any time during the hearing.

Representation:

1. At Level One and Two, the presence of any individual other than the Employee, and the DAAE Supervisor, and any witnesses that may be called to testify by either of them is specifically prohibited. The Employee and the administration are entitled to the presence of an individual of their choice to assist them in the presentation of the Complaint and the administration's response thereto at Levels Two and Three.
2. At the Level Three – Mediation, the mutually agreed upon mediator will establish the rules set forth for the mediation process.

Costs:

Except for the cost of preparing and preserving the record of the proceedings conducted under this procedure, which shall be borne by the school, all costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties involved.

Reprisals:

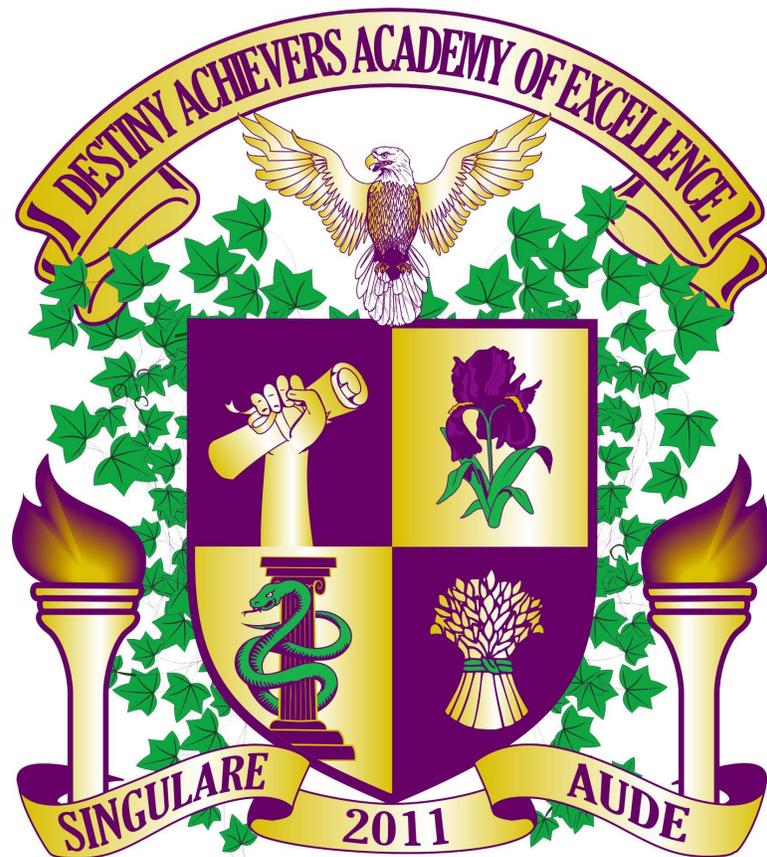
The Employee shall not be the subject of any reprisals or retaliation as a result of filing a Complaint under this policy. Should any such reprisal occur, the Employee may refer the matter to the Professional Standards Commission.

EXHIBIT 15

Employee Policies and Procedures

FACULTY & STAFF HANDBOOK

2017 -2018



Dr. Kelvin L. Griffin, Principal
Dr. Kalisha Sykes Sackey, Assistant Principal

“Every Student, Every Classroom, Every Day!”

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ACADEMIC DISHONESTY

Statement of Principle: Academic dishonesty subverts the goals of DAAOE and is inimical to education for the following reasons:

- A. It disheartens and frustrates students.
- B. It invalidates course grades, credits, and transcripts.
- C. It destroys a respect for learning and its value.
- D. It undermines one's academic foundation.
- E. It reduces self-confidence and self-respect.
- F. It instills deceptiveness at the expense of integrity.

Refusing to tolerate academic dishonesty, teachers may help to instill in their students a principle of honesty, which they may carry far beyond high school.

Definition: Academic dishonesty's intention is to subvert evaluation of learning. Academic dishonesty may include (but need not be limited to) any of the following actions:

- A. Giving or receiving information during a test;
- B. Using prohibited materials or aids during a test or for an assignment;
- C. Acquiring or dispensing prohibited information or materials before a test;
- D. Submitting work paraphrased or copied in part or whole as if it were original work.

Responsibilities of Teachers: Teachers should take every opportunity to discourage dishonesty and to explain to students its short and long-range consequences. Not only should students be penalized for academic dishonesty, they should also understand why cheating is wrong both in school and beyond it. In discouraging academic dishonesty, teachers may find valuable the following classroom practices:

- A. Establishing testing rules and penalties for violations before tests;
- B. Walking around the room frequently during tests and standing in the rear of the room;
- C. Alternating forms of tests within a class or among different classes;
- D. Requiring use of cover sheets;
- E. Setting reasonable time limits for tests.

Consequences for Dishonesty: Should a teacher observe an infraction of established testing rules or any form of academic dishonesty, any of the following approaches may be used at the teacher's discretion, as may other appropriate approaches. The most desirable approach would be instructive as well as punitive.

- A. A conference with the student;
- B. A telephone conference with parents, possibly including the student;
- C. A conference with the student's parents and others deemed necessary;
- D. A reduced grade (particularly for minor infraction of testing rules) when the occurrences of an infraction have been determined.

ACCEPTABLE USE POLICY

Use of the DAAOE network and all connections internally shall be for the exchange of information in order to promote and support educational excellence in the school.

The goal in providing network service is to promote educational excellence at DAAOE by facilitating resource sharing, innovation, and communication. Along with access to computers and people all over the world is the possibility of material that may not be considered to be of educational value in the school setting. On a global network it is impossible to control all materials and a user may accidentally or purposely discover controversial information. It is the user's responsibility to avoid initiating access to such material. DAAOE firmly believes that the valuable information and interaction on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the school system.

Internet access is coordinated through a complex association of government agencies, regional networks, and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided here so that the user is aware of the responsibilities that come with the privilege of having access to the Internet. In general, efficient, ethical, and legal utilization of the network resources is required.

Internet - Terms and Conditions

1. **Acceptable Use** - Use of the Internet must be in support of education and research and consistent with the educational objectives of DAAOE. 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 logbook, 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.
2. **Privileges** - The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Any student user not complying with the DAAOE Internet Acceptable Use Agreement shall lose Internet privileges for a period of not less than one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges. Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users, or copyright violations may be termed theft as defined under the Student Rights & Responsibilities: Code of Student Conduct for the DeKalb County School District. Based upon the acceptable use guidelines in this document, the DAAOE administrators for the Internet node will deem what is inappropriate use and their decision is final. Also, the administrators may deny access at any time. The administration, faculty, and staff members of DAAOE may request to deny, revoke, or suspend specific user privileges.
3. **Network Etiquette** - Users are expected to abide by the generally accepted rules of network etiquette.
4. **Disclaimer** - DAAOE makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school system will not be responsible for any damages suffered by any user. This includes loss of data resulting from delays, non-deliveries, mis-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. DAAOE specifically denies any responsibility for the accuracy or quality of information obtained through its services.

5. Security - Security on any computer system is a high priority, especially when the system involves many users. A user identifying a security problem must notify the supervising classroom teacher or the school administrator. The security problem is not to be demonstrated to any other user. Users must never divulge or allow others to use their passwords. Use of another individual's account is prohibited without express written permission of the account holder. Account holders are ultimately responsible for all activities under their account. Attempting to logon as a system administrator is prohibited. 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.
6. Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, modify, or destroy data, equipment, or software.

ACCIDENTS ON SCHOOL PROPERTY

Any student or employee injured on school property should be sent to the Business Manager to complete an Employee Accident Report Form or an Incident Report Form immediately. The event should also be reported to the principal. In the event of a student injury, the parent will be called, and a decision will be made on the need for further assistance. See appendix for forms.

AFTER SCHOOL ACTIVITIES

All students are allowed to participate in tutorial and extra-curricular activities as long as they maintain the appropriate discipline and respect for the teacher and meet the necessary guidelines for participation. Sign-in logs must be on file by the teacher. All students must be supervised at all times. It is the responsibility of the teacher to supervise the students until the last student is picked up.

ANNOUNCEMENTS

Announcements should be brief and contain only necessary information. Announcements for meeting dates and times for club-sponsored events will be made internally through classroom monitors and other methods. Please use the following procedures when submitting an announcement request. (1) Submit the announcement two days in advance by 4:00pm (2) Use the approved announcement form (3) Have prior approval from an administrator.

APPLIANCES

According to the Fire Marshall code, appliances are **NOT** permitted in classrooms. This includes coffee pots, microwaves, refrigerators, portable heaters, hot plates, etc. However, these items are permitted in offices and teacher work room/lounge.

ATTENDANCE-STAFF

Faculty/Staff Workday

Being at work each day sets a good example to our students as well as shows a high level of professionalism. The workday for teachers is from 8:00 a.m. until 4:00 p.m. The workday shift for support staff is 8.5 hours. **All staff members must sign- in immediately upon entering the building.** Leaving or arriving at any time other than when signed in or out will be considered falsification of records. It must be remembered that the sign in/out system is a legal record of attendance from which payroll is computed. All teachers should be in the classroom before students are in class. In an emergency, the Assistant Principal must be contacted to arrange for someone to supervise students in class. All teachers are to be available for parent conferences, tutoring for students, and staff meetings as scheduled. Faculty and staff meetings will take place on Wednesdays. Please do not schedule any appointments or conferences on these dates. If you cannot attend the meeting, the Principal must be notified one week prior in writing and face to face. Planning periods are to be used for planning. You are expected to arrange doctor and dental appointments and other business matters outside of school hours. All persons who desire to leave campus must secure approval from the Principal or Assistant Principal and complete the *Early Checkout/Late Arrival Form* found in the Appendix). This includes scheduled and called meetings at the local and county level, all supplemented activities, and specific duty assignments.

Daily Time Records

Each employee must sign him/herself in and out daily by the specified time to avoid being marked late or absent. The sign in/out system is located in the Main Office. Failure to sign in or out may affect the following pay period.

Faculty/Staff Absences

An employee absent for three or more consecutive days must obtain a physician's statement no later than the fourth day of absence. This statement should certify the employee's physical disability to work and the anticipated date and/or time of physical ability to return to duty. If deemed necessary, a doctor's statement may be requested for three days or less. A physician's statement shall be required for workdays missed if sick leave is granted

- a) at the beginning of the school year (the first three weeks),
- b) at the end of the school year (the last three weeks), or
- c) any critical day (the three days immediately before and three days immediately following holidays).

In the event that it is necessary for a teacher/employee to be absent, the following procedures must be followed:

1. Contact your Department Chair and Assistant Principal before 9:00 p.m.
2. If you become ill during the school day, see the Assistant Principal for coverage. The Assistant Principal will notify the Principal.
3. Staff personnel are to notify the Principal in this same manner.
4. Upon return to duty, it is the responsibility of the employee to secure and complete an *Absence Form* and turn it in along with any necessary doctor's statements to the bookkeeper. Failure to turn in a required doctor's statement will impact your pay for that pay period or the following pay period.

Teachers are responsible for requesting a substitute for their absences. Notify the Assistant Principal and Department Chair of your substitute. If you do not secure a substitute, remember that it will cause a hardship

on your colleagues and you must find coverage for your classes. Excessive absences will be noted throughout the school year and on your yearly evaluation. Other measures may also be taken to assist with this situation.

Faculty/Staff Tardiness

Being punctual and ready to work when you arrive is tantamount to establishing a good day. When we are chronically late, or do not come to work, it creates a problem for our colleagues. When you are going to be tardy to work, faculty members should call the Assistant Principal and Department Chair to ensure that supervision can be provided for your class or your duty station. Staff members will call the Principal. Chronic tardiness will be documented and a letter of redirection will be placed in your personnel file. Other measures may also be taken to assist with this situation.

Statement of Absence

When an employee is absent for any reason, she/he must complete an *Absence Form*. An *Absence Form* shall be completed each time an employee is away from campus, but still performing school-related activities (i.e. Professional Development, In-Service Training, etc.) also. Forms can be obtained from the Assistant Principal or on SharePoint. Approval for an absence on critical days can only be granted through the Principal.

Professional Leave

Professional Leave is requested for school-related events, professional development workshops, meetings, etc. An *Absence Form* form must be approved by the Principal prior to taking the leave.

ATTENDANCE-STUDENTS

Daily attendance and punctuality is an expectation for all students of Destiny Achievers Academy of Excellence. In the event that a student is not able to meet this expectation, they will be withdrawn from their class when they have exceeded five (5) unexcused absences. Please note that two tardies is equivalent to one absence. Per the Georgia Board of Education and DeKalb County School Board Policy, excused absences are as follows:

1. Personal illness;
 - a. Written documentation from a parent or doctor must be submitted.
2. Death or illness in the immediate family;
 - a. Provide a funeral program or obituary.
3. Religious holidays;
4. Instances where attendance by the student will be hazardous;
5. Tests and physical exams for military service and the National Guard;
6. Students eligible to vote in a public election may be allowed no more than one day for registering to vote or voting in a public election; or
7. A student whose parent or legal guardian serving in the U.S. military may be allowed up to five days per school year to visit with the parent or legal guardian either prior to the parent or legal guardian's deployment or while the parent or guardian is on leave from deployment.

Additionally, students shall be marked present and not counted as absent in the following circumstances:

1. Students serving as pages of the Georgia General Assembly shall be counted as present for days missed from school for such service; and

2. Students in foster care shall be counted present when attending court proceedings relating to their foster care.

A parent/guardian may appeal a withdrawal by obtaining a Reinstatement Form from the Parent Liaison. The Reinstatement Form must be completed and submitted to the Parent Liaison within two days of the withdrawal. The Parent Liaison will then set up a meeting with the parent/guardian and student to determine the outcome of the appeal. Only one Reinstatement Form per class each semester will be granted.

AT RISK STUDENTS

The concept of an “at risk” student encompasses a variety of limitations to learning. Administrators, support staff, and teachers are expected to collaborate to remove barriers to student achievement.

Strategies

1. Review student portfolio;
2. Conduct student profiles;
3. Build relationships;
4. Provide tutorials;
5. Develop a rapport with parent(s) or guardians;
6. Differentiate instruction;
7. Seek support through the SST process.

Other support systems exist at DAAOE. Contact the counselor for assistance with supporting our students.

BADGES

All DAAOE employees must wear their DeKalb County identification badges at all times.

BELL/CLASS SCHEDULE

See Appendix for Printable Class Schedule

BUILDING UTILIZATION

The DAAOE Building Use Form must be completed and approval obtained to use the cafeteria and computer lab during the day or after school. This includes usage for classes, extracurricular activities, clubs, organizations, meetings, banquets, computer lab. This form must be completed two (2) weeks in advance and submitted to the assistant principal.

BULLETIN BOARDS

One of your responsibilities is to maintain bulletin boards in the classroom. In addition, each department has a bulletin board in the hallway that must be maintained and updated regularly. A bulletin board may be used for a variety of purposes: displaying student work, serving as an activity board for students, posting rules, posting announcements, or decorating the classroom. Some suggestions for creative use of bulletin boards follow.

CELL PHONE USE (STAFF AND STUDENTS)

Cellular Phone Use

Faculty and staff should not have their cell phones/ear pieces visible in the front lobby, in front of the building, walking down the halls, in staff meetings, or in the classrooms during instructional time. Cellular phones should be silenced during instructional times and professional meetings (faculty, instructional, parent conferences, etc.).

Student Cellular Phone Use

Students may not use electronic communication devices during the school day unless teachers have granted students permission to use cell phones for an instructional purpose.

Student Telephone Use

Students are not to use the school telephones in the school at any time without supervision and direct permission from faculty or staff personnel. It is the responsibility of the teacher to ensure that this is followed at all times.

Employee Telephone Use

Teachers should use classroom telephones for school related business. Personal phone call use should be limited.

CERTIFICATION

All certified employees must have a valid Clearance Certificate. It is the faculty member's responsibility to monitor his/her needs regarding certification. Copies of a certificate(s) should be on file with the Business Manager and with the Assistant Principal. You may access your certificate(s) at www.gapsc.com.

CHILD ABUSE REPORTING

Any faculty or staff member having cause to believe that a child under the age of eighteen has had physical injury or injuries inflicted upon him/her other than by accidental means by a parent or caretaker; or has been sexually assaulted by a parent or caretaker, shall report such incidents to the School Counselor. Faculty and staff members should not interview and question the student. The School Counselor will submit a report to the Social Worker section of the Department of Pupil Personnel Services. The social worker will be

responsible for investigating and reporting said case to the DeKalb County Department of Family and Children Services, Protective Services Division or to the DeKalb County Police Department, Youth Division in accordance with Georgia Law. **NOTE: All suspected cases of child abuse should be reported immediately to the School Counselor.**

See also DCSD Policy - Child Abuse

CHILDREN OF STAFF MEMBERS

Children of staff members are not permitted in the school during the instructional school day without the Principal's permission. Teachers must secure after-school care for their children.

CLASSROOM CLEANLINESS

A disorganized and clutter-filled classroom sends the message to your students that this type of behavior and work habit is acceptable. A relationship exists between instruction and good housekeeping. A room properly cared for gives the impression of orderliness and efficiency together with the feeling that the teacher wants to present his subject in the best possible environment. At the end of each class and prior to dismissal of the students, all paper and extraneous matter should be picked up and placed in the trashcan. This can make a great difference in the attitudes and sense of responsibility for most of the students. Floating teachers are expected to leave each room in a neat and orderly condition. At the end of the day, the last teacher to use a particular room should see that all paper is picked up and the door is locked securely.

Reminders:

When placing items on the walls or in the hallways, **do not** use double-sided tape; it destroys the paint. Custodians will be responsible for routine vacuuming of the floors, as well as maintenance of lighting, ceiling tiles, and touch up painting as needed. In the event of an emergency, please contact the main office for custodial needs.

CLASSROOM OBSERVATIONS

Informal Classroom Observations

As part of the continuing program of improving instruction, administrators will make regular unannounced informal observations at any time during the school year.

Classroom Observations

Each administrator has been given as a number one priority, the function of assisting and supervising classroom teachers for the purpose of improving instruction. Each teacher will be evaluated using the **Teacher Keys Effectiveness System (TKES)**.

CODE OF ETHICS

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) **Introduction.** The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code protects the health, safety and general welfare of students and educators, ensures the citizens of Georgia a degree of accountability within the education profession, and defines unethical conduct justifying disciplinary sanction.

(2) Definitions

- a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Professional Standards Commission.
- b) "Educator" is a teacher, school or school system administrator, or other education personnel who hold a certificate issued by the Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.
- c) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 18.
- d) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.
- e) "Revocation" is the invalidation of any certificate held by the educator.
- f) "Denial" is the refusal to grant initial certification to an applicant for a certificate.
- g) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Professional Standards Commission.
- h) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.
- i) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.
- j) "Monitoring" is the quarterly appraisal of the educator's conduct by the Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(3) Standards

- a) **Standard 1: Criminal Acts** - An educator should abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the commission or conviction of a felony or of any crime involving moral turpitude. As used herein, conviction includes a finding or verdict of guilty, or a plea of nolo contendere, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.
- b) **Standard 2: Abuse of Students** - An educator should always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:
 1. committing any act of child abuse, including physical and verbal abuse;

2. committing any act of cruelty to children or any act of child endangerment;
 3. committing or soliciting any unlawful sexual act;
 4. engaging in harassing behavior on the basis of race, gender, sex, national origin, religion or disability;
 5. soliciting, encouraging, or consummating an inappropriate written, verbal, or physical relationship with a student; and
 6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol, or illegal/unauthorized drugs.
- c) **Standard 3: Alcohol or Drugs** - An educator should refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:
1. being on school premises or at a school-related activity involving students while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and
 2. being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).
- d) **Standard 4: Misrepresentation or Falsification** - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to:
1. falsifying, misrepresenting, omitting or erroneously reporting professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history when applying for employment and/or certification or when recommending an individual for employment, promotion, or certification;
 2. falsifying, misrepresenting, omitting or erroneously reporting information submitted to federal, state, and other governmental agencies;
 3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
 4. falsifying, misrepresenting, omitting or erroneously reporting reasons for absences or leaves; and
 5. falsifying, misrepresenting, omitting or erroneously reporting information submitted in the course of an official inquiry/investigation.
- e) **Standard 5: Public Funds and Property** - An educator entrusted with public funds and property should honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:
1. misusing public or school-related funds;
 2. failing to account for funds collected from students or parents;
 3. submitting fraudulent requests for reimbursement of expenses or for pay;
 4. co-mingling public or school-related funds with personal funds or checking accounts; and
 5. using school property without the approval of the local board of education/governing board.
- f) **Standard 6: Improper Remunerative Conduct** - An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:
1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
 3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or superintendent; and
 4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or the superintendent. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.
- g) **Standard 7: Confidential Information** - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information covered by confidentiality agreements. Unethical conduct includes but is not limited to:
1. sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results—unless disclosure is required or permitted by law;
 2. sharing of confidential information restricted by state or federal law;
 3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;
 4. violation of other confidentiality agreements required by state or local policy.
- h) **Standard 8: Abandonment of Contract** - An educator should fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:
1. abandoning the contract for professional services without prior release from the contract by the employer, and
 2. willfully refusing to perform the services required by a contract.
- i) **Standard 9: Failure to Make a Required Report** - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:
1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission.
 2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.
 3. failure to make a required report of any violation of state or federal law as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, and any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.
- j) **Standard 10: Professional Conduct** - An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that impairs the certificate holder's ability to function professionally in his or her employment position or a

pattern of behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(4) Reporting

- a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of local policies and procedures and/or the chain of command for reporting unethical conduct. Complaints filed with the Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.). (b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

- a) The Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:
 1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
 2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (PSC Rule 505-6-.01);
 3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);
 4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);
 5. suspension or revocation of any professional license or certificate
 6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111); and
 7. any other good and sufficient cause that renders an educator unfit for employment as an educator.
- b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

COLLABORATIVE CLASSES

Collaborative classes consist of two teachers (a regular education teacher and a special education teacher) within one class. Both teachers are considered the professional educator within the classroom. It is expected that both teachers share instructional and non-instructional responsibilities (lesson planning, teaching

strategies, duties, discipline, record-keeping, etc.) The collaborative classroom should utilize rigorous small group instruction models on a daily basis.

COLLECTION OF FUNDS

The Principal must approve all fundraisers. Students or teachers are not allowed to keep money collected overnight. **UNDER NO CIRCUMSTANCES IS MONEY COLLECTED FOR SCHOOL FUNCTIONS TO BE DEPOSITED IN YOUR PERSONAL BANK ACCOUNT.** The deposit of school money in a personal bank account is subject to suspension or revocation of the educator's license by the Georgia Professional Standards Commission. Teachers should write receipts for all money collected from students in an official school receipt book (see bookkeeper for receipt book) and deposit money collected with the bookkeeper at the end of each day.

COMMUNICATION

Effective communication serves as a basis for good decision-making. Accuracy and efficiency in communicating are critical to our success. All faculty and staff members are expected to display first class customer service and respond to all calls and emails within 48 hours.

Parents

Parents will register their cell phone number(s) with Remind and email addresses upon enrollment of their child. The following steps will be used in a crisis:

1. A Remind will be sent with details of the crisis.
2. Time permitting, letters will go home with students.
3. An administrator will remain to respond to telephone calls until calls cease.

Parents should expect return calls from all administrators, faculty, and staff within 48 hours of leaving a message.

Staff

Teachers and staff must be informed about an impending crisis so they can help their own students. Information will be provided to teachers and staff immediately once the facts of the crisis are known. Teachers are expected to communicate regularly with parents regarding student performance.

Students

When appropriate, administrators and counselors will visit classes to provide information and details. This will also be an opportunity to debrief and respond to questions or concerns. Other day-to-day communication will be provided to students via announcements.

Interagency Sharing

Interagency sharing is the effective sharing of information on the status of students who have demonstrated inappropriate behavior, illegal or anti-social behaviors is necessary to ensure meaningful intervention in a timely manner. Having a comprehensive picture of the various activities a student may have engaged with allows the agencies to limit the escalation of the behaviors and, in turn, to avoid a greater crisis.

COMPUTER USE

See Acceptable Use Policy

CONFERENCES

Expectations

Parent-teacher conferences are the most effective means of communication. The parent, teacher, counselor, or administrator may initiate conferences. The teacher should initiate a parent conference at a time when there is an academic or behavioral problem. The conference should explain the reason for difficulties and cooperatively develop a plan for remediation to enhance the probability for success. Conferences should be scheduled before school, during the teacher's planning period, or in the afternoons. Do not schedule conferences on faculty meeting days or during instructional time. Teachers are to document all conference/phone calls in the Teacher Contact Log in Infinite Campus.

Parent-Teacher Conference Night Dates

There are two (2) parent conference nights scheduled during the school year, in each semester. Teachers are to make every effort possible to get any parents of struggling students to attend. If you cannot attend parent-teacher conference night, please notify the principal one week prior to conference night. Conferences night dates are posted in SharePoint on the lesson plan template.

CONFISCATING ITEMS

Teachers are instructed not to confiscate any items. If a teacher confiscates an item from a student, that teacher is solely responsible.

COUNSELING DEPARTMENT

School Counselor

Through classroom guidance, individual counseling sessions, group counseling sessions, responsive services, consultations with parents and teachers, community outreach programs, and parent information sessions, the counseling department provides a comprehensive array of wrap-around services designed to meet the academic, social, emotional and career needs of the students. This includes providing counseling, testing and educational information.

The counseling office maintains inclusive student records and while much of that documentation is confidential, upon request counselors will provide teachers with information necessary for their students' achievement as permitted by FERPA. Excellent guidance audio and visual recordings are kept in the counseling office and may be used by students, parents and faculty.

Placement

Counselors will meet with students in planning their Credit Recovery Plan. The teacher will consult with the student's counselor, if he desires additional information relative to qualifications or limitations of the student. The counselor will make assignments to classes.

The following are several important areas for special consideration:

Annual Student-Counselor Advisement

Annual advisement is a vital part of the overall instruction program. The counselor will meet with each student and their parent to be advised on the progress of their Credit Recovery Plan. Teachers will be notified of the advisement procedures. Please make every effort to permit students to keep the scheduled advisement times with their counselor.

Visitors

All counseling office visitors are asked to sign in upon arrival. No students will be admitted to the counseling office without a signed pass from their teachers or administrators, and students will always return to class with passes signed by counseling office personnel.

Homework Requests

The Parent Liaison will ask for homework assignments from teachers for students absent more than three days when requested by parents. The assignments will be due to the respective office by 4:00 p.m. the following day.

Schedule Changes

Schedule changes will be allowed for the following reasons only:

- Credit already received for a scheduled class
 - Incomplete schedule
 - Course missing for graduation
1. The counselor will distribute schedule change forms through advisory at the beginning of each semester to students that are in need of a schedule change for the above reasons. All schedule change forms will be turned in to the advisory teacher. All schedule changes require a parent/guardian signature. The counselor will call the student to the counseling office for the schedule change.
 2. Student must continue attending class, completing assignments, and participating in class activities until he or she receives an official print out of their new schedule if it has been approved.
 3. Students whose requests are denied will be notified.
 4. Teachers are not allowed to change schedules, add students to rolls, or delete students from rolls. It is imperative that we ensure that all students are assigned to class.

Teacher Counseling Referrals

When the teacher is aware that a student is having difficulty or unusual needs in school, please speak with the counselor concerning the student. When a counselor receives a referral from a teacher or administrator, the counselor will respond in writing within 48 hours. Unusual health problems, a death in the student's family, and other similar concerns should be reported to the counselor for appropriate action or referral. If a school staff member has cause to believe that a student is being abused, is contemplating suicide or is exhibiting suicidal tendencies, he/she will immediately report the information to the head counselor. Due to the significance and implications of suicidal tendencies and cases of abuse, these referrals must be made

immediately, and in person. The counselor will notify the principal and the appropriate authorities. It is essential that discretion and confidentiality be maintained in all instances of this nature.

CRISIS MANAGEMENT AND EMERGENCY PLAN

Crisis Intervention Team - The School has Crisis Intervention teams, which respond immediately to a school, or school system crisis that may have an emotional impact on students and staff.

In addition to having a general plan for dealing with violent emergencies, DAAOE has developed strategies for coping with specific crises that could arise on the school campus. The school safety committee has developed clearly defined responses contingencies, printed and made available copies to all staff and faculty members. Staff and faculty review and update these plans annually.

Other procedures and practices are as follows:

Drills

Students, faculty, and staff participate in the building evacuation drills once a month. Additionally, they participate in building lock down drills four times per year. Information on each drill, including date and time, is maintained in the school offices.

School Security

- Building Access
 - Video monitoring and recording of the front, rear and side entrances are employed.
 - After hour school activities, e.g., clubs are to be supervised by designated teachers. All rooms used for clubs are kept locked while in use. Students are supervised at all times, including going to the bathroom.
 - All exterior doors are locked during the day.
- Building Security
 - Custodial and maintenance areas are locked and only authorized personnel will be permitted where any chemicals are stored.
 - MSDS sheets for any hazardous chemical on the premises are on file in the office of the assistant principal.
 - Outside light timers are set based on seasons.
 - No parking by unauthorized personnel by the kitchen and/or loading dock area.
 - After the evening cleaning of each classroom, the custodian is responsible for assuring that classroom windows and doors are locked and secured.
 - As the school buildings are opened in the morning, each area is inspected to ensure that no unauthorized activity occurred. Any unusual occurrence is reported to administration immediately.
- Visitors
 - All visitors entering the school facilities must identify themselves and present identification.
 - All visitors must sign in and wear a visitor's pass while they are in the building.
 - Visitors will proceed to their designated appointment area.
- Employee Badges
 - All employees are required to wear their Dekalb County ID badges while they are in the building.
- Security – Kitchen/Food service:
 - Kitchen doors shall be locked when all kitchen personnel have left the building; no unauthorized persons are permitted in the kitchen.

No use of the kitchen for “special” or “public” events unless operated by kitchen staff.
All food deliveries are scheduled with the Nutrition Manager.

- Deliveries/ Contractors
 - All delivery personnel and/or contractors are received and verified by the administrative assistant in the main office.
 - Delivery personnel and/or contractors must sign in on the “contractors sign in log.”
 - Contractors working in the building are required to wear a visitor badge and be escorted by a custodian in the school.

School Resource Officers

School Police Department - A state-licensed police department that provides prevention, intervention, interdiction, investigation and deterrence services. School Resource Officers (SROs) are assigned to DAAOE. SROs keep the peace and are the local school's safety experts. They also counsel with students. School Resource Detectives investigate reports of drugs, weapons, violence and other crime-related incidents. They respond to any and all school emergency situations. K-9 Unit Searches - The K-9 Unit, with two extensively trained and experienced police officers and two specially trained dogs, conducts drug and weapons searches of student lockers and vehicles throughout the school year. Every secondary school is searched at some time during the school year. While this search is underway, the school's Intruder Alert procedure is practiced and evaluated.

Vandalism

Incidents of vandalism are documented and photographed. Immediate removal is necessary to discourage additional incidents. Historical data is gathered from the video surveillance system.

CRITICAL DAYS

Critical Days are workdays for which absences pose a serious hardship on school operations and for which personal leave will not be approved. If an employee must be absent on a critical day due to unforeseeable illness or serious emergency, the employee must present satisfactory documentation justifying the need for leave upon his/her return. (In cases of illness, a physician's certification may serve as satisfactory documentation).

The following days are considered critical days for all school-based and instructional employees:

- Teacher professional learning days (including pre-planning and post-planning days).
- First and last five (5) days of school for students each semester.
- Any day prior to or following a holiday or holiday period or prior to or following approved annual or personal leave.
- All standardized testing periods for students
- Any other days designated in advance by the principal as days critical for worksite operations

CUSTODIAL SERVICES

Custodians will be responsible for routine sweeping, vacuuming, and damp mopping of the floors as well as maintenance of lighting, ceiling tiles, and touch up painting as needed. Maintenance request should be submitted to the Head Custodian via email as soon as possible if you are in need of maintenance.

DAILY SCHEDULE

A copy of the daily schedule will be posted near the entrance of the classroom (door greeting). Daily schedules should reflect when and what you are teaching throughout the day. If your class is taking place in any location other than your classroom, you must notify the main office and post a note on your door of your relocation.

DEFICIENCY REPORTS WITH PLAN FOR REMEDIATION

Teacher Failure Lists

Each student that has a 75% or below in a course will be provided with a deficiency report with a detailed plan for remediation each 4.5 weeks. This plan will address low grades, missing assignments, need for basic skills tutoring, and any other academic issues the student has. Teachers should use the form provided in the appendix and attach any necessary documentation or instructions. A copy should be given to the parent, and a copy kept in the teacher's student file. The teacher will submit to the assistant principal every 4.5 weeks the signature log indicating each student received the deficiency report with the plan for remediation.

Teachers will assist in reduction of absenteeism by continuing to make phone calls home to students who are absent. Teachers must record all parent contact in the Teacher Contact Log in Infinite Campus.

Teachers are required to hold tutoring sessions each week for their students. During this time, students will be given the opportunity to improve their academic skills through remediation and/or to make-up work.

*** * No student may be given an "F" in a subject if a Deficiency Report with Plan of Remediation has not been sent to the parents. A deficiency report may be given to a student if the grade drops outside of the 4.5 week grading period.**

DISCIPLINE

DAAOE follows the discipline procedures set forth in the DeKalb County School District's Code of Student Conduct Handbook. Furthermore, DAAOE employs Restorative Justice along with Positive Behavior Intervention and Supports (PBIS).

DISMISSAL OF STUDENTS

Students are dismissed from each class at the direction of the classroom teacher(s). The clock does not release students from classes. It is recommended that a protocol be established during the first days of school. All students must leave the school building or be under the supervision of an adult following the at the end of the day. Students must report to their activity or bus by 3:45 each day after school. Students who are car-riders must await their transportation in the front of the school. No one may remain on campus after 4:00 PM without adult supervision.

DRESS CODE –FACULTY AND STAFF

Faculty/Staff Dress

School system policy mandates that all faculty and staff dress in a professional manner. Professional attire is required for all staff members in every department, every day, regardless of the weather or the time of year. Dressing professionally shows a high level of caring for our profession, school and students. If you are not dressed professionally, you will be asked to leave and return to work dressed appropriately.

Attire that is considered inappropriate in our professional work setting includes, but is not necessarily limited to: sweat suits, shorts, beach or lounge type attire, tennis shoes, sneakers, flip flops, slippers, t-shirts, Tops with thin straps or those similar to halter tops are not acceptable. Clothing that reveals back, chest, cleavage, or midriff is prohibited. Tops must have sleeves that extend at least to the edge or roundness of the shoulder. Spandex or stirrup pants are not allowed. Skirts, pants or dresses that are too short or too tight are not acceptable. Clothing that allows one to view your bra or underwear is prohibited.

We do not support a “dress down” day, only a Spirit Day. The principal will notify the staff of a Spirit Day. DAAOE shirts may be worn on Spirit Day.

DUTY

The Teacher Keys Effectiveness System describes the expectations for teachers in addition to the teaching tasks outlined in the Professionalism and Communication Standards. Evaluation of the performance of these duties and responsibilities will be based on school-wide observations of teachers throughout the school year. Duties and responsibilities include, but are not limited to....

- campus supervision
- student supervision
- lesson plans
- following the attendance and absentee policy
- reporting to meetings

When a faculty member has assigned duty and must be absent from work, the employee is expected to notify the substitute of the assigned duties (time, place, responsibilities, etc.). It is **your** responsibility to find a substitute for your assigned duties. Duty assignments may include, but are not limited to morning/afternoon duty, cafeteria/lunch duty. All faculty members are expected to be in the hallways actively supervising student traffic during class changes throughout the school day. Teachers are expected to be at their doors by 8:15 am each morning, between class change, and immediately during dismissal until 3:45 pm or until students have exited the hall.

ELECTRONIC DEVICES IN CLASSROOM

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).

EMAIL – OFFICE 365

Office 365 is the official email platform for DAAOE. Teachers are required to check their email at the beginning of the day, during their planning period, and after school. In addition, please check SharePoint for curriculum resources and school documents.

EMERGENCY PROCEDURES

Please see your Red Emergency Folder.

ENERGY CONSERVATION

Energy conservation should be a matter of great concern to all citizens. Schools are not exempt from inflationary costs or from the need to conserve energy sources. Each year an increasing percentage of the school's operating budget must be devoted to financing the escalating costs of utilities. As a result, it is important for each of us to do our part to implement a successful program of energy management. The following guidelines should be known to all teachers and staff members and must be implemented at once.

1. All lights will be turned off in offices and classrooms when not in use. Teachers should take steps to see that lights are turned off during the lunch period and that lights are turned off in your classroom when you leave for the day.
2. Tree lights and other decorative lights will not be used at any time. Heaters may not be used in classrooms.
3. Water leaks (water fountain, faucet, commode, etc.) should be reported to the Principal or Head Custodian so that steps can be taken to correct the problems.
4. AC units will be turned off daily. The custodians will be responsible for turning off the AC units.
5. All outside doors are to be closed during the school day. Teachers in the classrooms closest to the outside doors are asked to help keep the doors closed.

EQUIPMENT RESPONSIBILITY

All staff members are responsible for school equipment and/or instructional material that has been checked out to them or housed in their classroom. If the equipment or material is lost or stolen, the teacher to whom the item is assigned may be responsible for replacing the equipment.

FACULTY AND STAFF MEETINGS

As a team, communication is very important. All staff members are expected to attend meetings and make sufficient contributions. Wednesdays are designated days for meetings. Please plan accordingly. Meetings will take place as follows:

- 1st Wednesday of the Month – Faculty Meeting
- 2nd Wednesday of the Month – Professional Development
- 3rd Wednesday of the Month – Professional Development
- 4th Wednesday of the Month – Home Visits

*The meeting schedule is subject to change at the discretion of the principal.

Please do not schedule any appointments or conferences on these dates. If you cannot attend the meeting, the principal must be **notified one week prior in writing**.

FERNBANK SCIENCE CENTER

Fernbank is a science and nature resource center for the DeKalb County School District. The Center hosts classes for students and teachers at its extensive complex, and staff members offer outreach programs in neighborhood schools. The Scientific Tools and Techniques (STT) program enrolls 180 DeKalb ninth graders each year; these students spend a semester immersed in science at the Center. Fernbank also offers a variety of professional development courses for teachers and many advanced study courses for students. The Center's staff supports countywide activities such as the annual Science Fair and the Science Olympiad. Other programs include summer and weekend enrichment experiences for children and parents. Fernbank Science Center has a long tradition of offering exciting professional learning opportunities to DeKalb teachers. The classes range from 1-hour sessions to multi-week international trips. The classes are taught by our highly skilled scientists and science specialists. Each class is different in approach, but the goal is "to give teachers the content and background they need to deliver engaging, standards based science lessons to their students." Many classes are taught at the science center during the school year and over the summer. Others classes have gone to Costa Rica, Mexico, the Galapagos Islands, Ossabaw Island, and many other exciting destinations. Please click on the link below to learn more about each class.

<http://fsc.fernbank.edu/stt.htm>

FIELD TRIP PROCEDURES/GUIDELINES

Instructional field trips relevant to the teacher's subject and/or sponsored clubs are encouraged. All field trips will occur before Spring Break. Field trip requests close to or during important dates will be denied. All 2017-2018 field trip request forms should be completed and returned to the Assistant Principal for approval at least 4 weeks in advance. See field tips forms in the appendix and Office 365.

FIRST AID KITS

The first aid kit is located in the main office.

FOOD SALES

In accordance with E4.4-1A of State Standards, the sale of food or fundraising items on school premises is strictly prohibited from the beginning of the school day through the end of the last class period of the school day.

GIFTED CERTIFICATION

Registration for the Gifted In-field Certification Courses is available on the DeKalb Gifted Website at or CaseNEX website at <http://www.casenex.com/casenet/jsp/dekalb/registrationPreHAP.jsp>

The following four courses are required for the Gifted In-Field Endorsement:

- Nature and Needs
- Measurement and Assessment
- Curriculum Program and Strategies
- Methods and Materials

*The courses include field experiences and a two-week summer clinical practicum. The schedule and course descriptions are posted on the DeKalb Gifted Website.

Please note that the courses are graduate level classes, which require high levels of participation and attendance. The four 50 hour classes (200 hours) are the equivalent to 20 PLUs. A \$50.00 refundable check with each course participation is due at the beginning of each class. Please submit a \$20 money order made payable to the State of Georgia for a non-renewable gifted endorsement certification level at the beginning of the first class session.

1. All interested applicants must register with CaseNEX.
2. Valid, clear and renewable Georgia Certification (copy of the certification can be obtained through the GA Professional Standards Commission website www.gapsc.com).
3. A recommendation form completed by a current administrator (a copy is attached to the Office 365 Newsflash and can be located on the DeKalb Gifted website).
4. Submit a one page written essay with your reasons for pursuing the gifted in-field endorsement certification.
5. Submit an official transcript (with a seal) of college work indicating a 2.5 or higher GPA.
6. Submit a copy of the in-tech training certificate or verification of completion document, if not indicated on the current teaching certificate.

**If you have any questions regarding the registration process for the Gifted Endorsement classes, please contact Mrs. Emmika Atkinson, Gifted Coordinator at 678-676-0165.

GUEST SPEAKERS

All guest speakers are to be approved by the principal or designee at least two weeks in advance. Receive approval before you contact and schedule the speaker. It is recognized that guest speakers can be valuable assets to classroom instruction. A teacher who utilizes a guest speaker should

1. outline in the lesson plans how the speaker's message is pertinent to state objectives.
2. have heard the person speak or reviewed transcripts of a speech/lecture.
3. be fully aware of that person's qualifications, including attitude and philosophy, as they pertain to that person's area of interest.
4. contact the person well in advance of his appearance date.
5. make arrangements to cordially greet the speaker in the front office/lobby.
6. be fully aware of the speaker's presentation/discussion.

HALL PASSES

No student will be allowed to leave class or walk the halls without an official hall pass from the instructor. Do not allow a student from another room into your class without a proper pass. Do not send a student to the main office unless an administrator or office personnel sends for the student. Students sent to the counseling office must be given a pass. A student must be given a pass when called to any office.

HALL RULES

Consistent expectations for positive student behavior during transition support order and eliminate disruptiveness of the school environment.

1. Students must use a quiet and respectful tone in the hallway.
2. Students will report to the cafeteria before school for breakfast. All students will be released to class at 8:15am.
3. Students must stay on the school grounds during the entire school day unless using the official checkout procedures for emergencies, work-based learning, OEC, or Move On When Ready enrollment.
4. Students must report to the school bus or to a supervised after-school activity by 3:45 pm each day.
5. Once a student exits the building, a student may not reenter the building except for an emergency. All other students must report to the outside front area where they may remain until 4:00 PM.
6. Students may not eat in the hallways. Snacks and lunches must be eaten in the cafeteria. All garbage should be deposited in trash cans.
7. Students are not allowed use of electronic devices in the hallway. During class change, students must proceed quickly to classes.

HONORS

Governor's Honor Program-honors

This program is designed to give students an opportunity to interview and participate in a summer program sponsored by the Georgia Department of Education. Students are nominated on a local level and must compete on a county level. Students may compete in communicative arts, science, social studies, dance and theatre, agriscience/biotechnology, technology/career education, and visual arts. Official transcripts and PSAT/SAT scores are required for this program.

INCIDENT REPORTS

1. ASSESS INJURY

- **EMERGENCY SITUATION** (fracture, severe laceration, head trauma, loss of consciousness, etc.): immediately arrange transport of the employee to the nearest Emergency Room or Medical Emergency Center.
- **NON-EMERGENCY SITUATION:** Employee contacts their primary care physician for appointment. DAAOE will not pay for emergency room treatment for non-emergency care.

2. COMPLETE EMPLOYEE ACCIDENT REPORT

- The Business Manager will complete the Employee Accident Report form with the employee, the principal, and any witnesses. Include as much detail about the accident as possible as well as contact information for all parties. Principal should sign for primary or backup.
- Employee Accident Reports **should not** be filled out by the employee. All reports must be completed on the day of the incident by the Business Manager.
- If the injury is serious or if the Employee is unable to work, immediately complete the Employee Accident Report Form with the Business Manager.

3. STUDENT INJURY REPORT

- In the case of a student injury, contact an administrator immediately.
- Complete the Incident Report Form as soon as an administrator arrives.

INJURY ON SCHOOL PROPERTY

Any student or staff member injured on school property must complete an Incident Report Form or and Employee Accident Report Form immediately. The event should be reported to the Business Manager and the principal. In the event of a student injury, the parent will be called, and a decision will be made on the need for further assistance. **See Appendix for forms.**

IN-SCHOOL SUSPENSION

In-School Suspension (Alternative Education)

Students assigned to Alternative Education (AE), **by administration only**, are counted absent by teacher. The administration will indicate that the student is in In-School Suspension in Infinite Campus. Students will have the opportunity to complete their academic assignments from their regular teachers. AE is a structured disciplinary environment in which a student is isolated from regular classroom activities. The Code of Student Conduct will be strictly enforced.

Students who are assigned to AE must abide by the following rules and policies:

1. Attendance:
 - a. AE students will meet **in the assigned location by 8:30 a.m** or by the start of the period assigned.
 - b. **Students will make up any days absent from AE.**
2. Dress Code: Students will comply with the dress code.
3. Supplies:
 - a. Students are responsible for bringing materials to complete class assignments.
 - b. Students need to have textbooks, notebooks, paper, pens, and pencils.
 - c. Only those items that pertain to class assignments will be allowed in AE.
 - d. **No cell phones or other electronic devices.**
4. Meals:
 - a. Lunches are the only meal served at AE. The administrator will advise the students of their lunch time. Students will eat their lunch at their AE desk.

5. Assignments:
 - a. Students will be given assignments from their teacher that is equivalent to the work completed in class. Students will not be permitted to leave AE for class participation for any reason. Lab assignments, presentations, computer work, etc. must be made up with the teacher when returning to class.
 - b. Students will spend the day working on those assignments.
 - c. Students will also be given assignments from the AE teacher.
 - d. Work is to be done neatly and in a timely manner. Assignments will be sent to the student's teachers for grading.
 - e. Students will not transport their assignments.
 - f. All assignments must be completed before a student can return to their regular classes.
 - g. Students will be assigned a seat, and they must keep their areas clean. No writing on the desks. Extra time or further consequences will be given for vandalism.
- **FAILURE BY STUDENTS TO FOLLOW AE RULES AND POLICIES WILL RESULT IN EITHER ADDITIONAL AE DAYS OR OSS. THE AMOUNT OF TIME ADDED WILL BE DETERMINED BY ADMINISTRATION ACCORDING TO THE RULES AND POLICIES VIOLATED.**

INSTRUCTION

GRADING

Recording and Reporting Student Progress

Student progress and attendance shall be maintained electronically in order to provide consistent, accurate, and effective recording and reporting of the student data. Teachers will use the grading system to record student progress and attendance daily. Teachers may also access this system from home by going to the website and following the installation directions. The web address for home is:
<https://campus.dekalb.k12.ga.us>.

Electronic recording of student data will facilitate the automatic flow of information for the purpose of providing all necessary student progress reports, including official DeKalb School System progress reports and report cards through the Department of Student Accounting. Electronic recording will also facilitate access to student progress information for students, parents, or guardians via the Internet.

Progress reports are to be issued every 4½ weeks for students at DAAOE. The grade posting periods are 4½ weeks, 9, and 13½. It is mandatory that all teachers update their grade postings at each of the 4½ week grading periods by the day requested. Final grades in some classes will be issued at the nine-week mark due to scheduling. It is critical that every teacher posts accurate grades for each 4½ week posting. The counselor and administrators frequently pull grades during conferences with students, parents and probation officers. Incomplete or inaccurate grades render the program ineffective and may be detrimental to the student.

Class Grades

Each teacher should post at least two grades weekly for their course. Infinite Campus grades must be updated weekly so that students and parents have an accurate recording of the course grade. A data wall of student grades will be updated bi-weekly.

Conduct Grades

Each student is graded on his/her conduct, which is defined as behavior toward teachers, students, and others. The letters *S*, *N*, and *U* are used to signify satisfactory, needs improvement and unsatisfactory, respectively. Conduct grades are recorded on the grade collection document at the end of the semester and on all progress reports throughout the year. Conduct never directly affects the academic grade a student earns in the class. Before a conduct grade of “N” or U is assigned, contact with the parent regarding the student’s conduct must have been made and documented in Infinite Campus. Parents should never be surprised with their child’s conduct rating in a class.

Final Exams

Final exams are mandatory, and students are not allowed to exempt them. Final exams are not allowed to be given early unless permission has been received by the assistant principal. At the end of the school year, teachers must leave copies and keys of the final exams for any students who did not take final exams due to legal absences. A staff member will administer the exams during the summer and a grade will be awarded based on the instructions left by the teacher.

Grade Assessment

Assessment analysis will be done during each semester by the teacher and administrators. When F's are more than 15% of a class in a grading period, the teacher must try alternative instructional strategies and remediation to support the students.

Grade Change Policy

Once a grade has been submitted, the teacher may change grades with the permission of the assistant principal. Grade changes will be considered within two (2) weeks of the date the grade was reported.

Grading Protocols

The DeKalb County School District has established protocols that will be used for every course. The below grading percentages are required and cannot be changed in Infinite Campus. There should be a balance of grades in each category. More information on the grading protocols can be found in the appendix.

<i>Pre-Assessments Prior to Learning (Formative Assessments)</i>	<i>0%</i>
Formal or Informal Pre-Assessments	
<i>Assessments During Learning</i>	<i>25%</i>
Warm-Up Quiz Projects	
<i>Guided, Independent, or Group Practice</i>	<i>45%</i>
Classwork Daily Work Project or Performance Homework	
<i>Summative Assessments or Assessments of Learning</i>	<i>30%</i>
Formal Post-Assessment Test Unit Test Major Test Culminating Project or Performance	

Final or Culminating Exam	
TOTAL	100%

Grade Rebuttal Policy

In order to ensure that students share and discuss report grades with parents in a timely manner, the following policy is being established:

Parents and/or students must follow the below process:

1. Make an appointment with the teacher to discuss the grade discrepancy.
2. Meet with the department chair.
3. Meet with the assistant principal if there is no resolution. The AP will investigate and make a decision on the appeal.
4. If dissatisfied with the AP decision, and submit a meeting request to the principal’s office within three days of the last decision.
5. The appeal process must begin within two weeks of receiving the official grade. Only grades from the previous marking period will be considered.

Grading Scale

A report card shall be prepared for each student each semester of the school year with the progress in each course designated. Students in grades 9 –12 will have grades displayed numerically. The grading scale for DeKalb County is as follows:

Excellent	A	=	90-100
Good	B	=	80-89
Fair	C	=	71-79
Passing	D	=	70
Failing	F	=	Below 70

Incomplete Grades

Incomplete grades may be awarded in special cases, but the grade must be changed to a numerical grade within ten (10) calendar days of the next semester. Teachers must speak with the assistant principal before awarding an incomplete grade unless the incomplete is due to a missed EOC.

INSTRUCTION REPRODUCTION

Faculty members should continue to plan so that they can copy materials before the day needed. The machine serves the entire school: administrators, faculty, staff, clubs/organizations, etc. Teachers may use the machine when it is available before school, after school, and during their planning periods. TEACHERS ARE NOT TO COPY MATERIALS DURING THEIR CLASS PERIODS. PLEASE LIMIT COPYING TO NO MORE THAN FIVE (5) MINUTES WHEN SOMEONE IS WAITING TO USE THE MACHINE.

Reminders

1. Teachers should not send students to use the machine(s) under any circumstances.
2. Personal items and items in violation of copyright laws are not to be run. Everyone is on his/her honor to use the machine for school-related, school-approved purposes.
3. If there is a problem with the machine while you are using it (i.e. paper jam), please notify the main office administrative assistant. Do not leave the problem for the next user to solve.
4. Remain cognizant that paper is not an unlimited commodity. Everyone must do his/her share to conserve paper.
5. Keep the copier room clean. There is no one available to clean up all of the excess papers. Discard them as you leave the room.
6. Any club interested in collecting used paper for recycling should see the Head Custodian.

INTRUSION ALARM

An intrusion alarm system is operative in the building after school hours and on weekends. Any staff member that has been authorized by the principal to enter the building after hours must become familiar with the alarm system and must know how to operate the system. It is imperative that no student be given any information concerning the operation of the alarm system.

The following procedures must be followed when you enter the building after regular hours:

1. Get clearance from the principal. This is not necessary for scheduled events.
2. The alarm must be deactivated as soon as you enter the building.
3. Everyone must be out of the building before the alarm is activated.

When the DeKalb Police answer a false alarm, a citation and/or a \$25.00 fine may be issued to the responsible party.

INTRUDER ALERT PROCEDURE

This procedure has been developed to alert staff members to the presence of intruders in the building. The announcement is coded so students are not alarmed. Upon hearing the announcement, teachers will lock the classroom doors and will retain all students inside the room until the all-clear announcement has been made. Classes will not change during the **Alert**. The school administration will contact the DeKalb Police Department and school security to aid in apprehending and removing the intruder from the campus. The announcement that will signal teachers to put into effect the intruder alert procedures is:

“THIS IS AN INTRUDER ALERT DRILL. -- REPEAT--THIS IS AN INTRUDER ALERT DRILL. FOLLOW OUR INTRUDER PROCEDURES.”

The announcement to signal an end of the ALERT PROCEDURES is:

“THE INTRUDER ALERT DRILL IS OVER--REPEAT--THE INTRUDER ALERT DRILL IS OVER.”

See your red emergency folder for more details.

KEYS

Classroom keys are given to each teacher for their room. Teachers must keep their classroom doors locked at all times. Building entrance keys are provided to appropriate faculty and staff to unlock doors at designated building entrances that need to be accessible after regular hours of operation. The principal is designated and is responsible for reviewing and approving requests for building entrance keys and maintaining the lists of individuals with building entrance keys. Duplicates keys and re-keying will be at discretion of principal. Replacement keys and identification badges must be requested through the principal. **Students should never be allowed to take possession of school keys.**

LEADERSHIP TEAM

The purpose of the School Leadership Team shall be to:

1. prepare, review, and monitor student achievement and the academic performance of the students.
2. act as the school's problem solving team pertaining to issues of student achievement.
3. report to the faculty at each scheduled meeting regarding the findings and results of each School Leadership Team meeting.

LESSON PLANS

Lesson plans are due by 8:15am at the start of each school week. Lesson plans are to be uploaded in the Lesson Plans Folder in the Destiny Staff Office 365 group. Lesson plans must be completed on the provided school template located in the Lesson Plan folder in Office 365.

LETTERS OF REDIRECTION

A Letter of Redirection may be issued in an effort to improve the morale, professionalism, and culture among DAAOE faculty and staff members. The administrative team will issue a verbal warning first. If the action is repeated, a letter of redirection will be given and placed in the personnel file. Failure to correct the action after a letter of redirection may lead to implementation of a Professional Development Plan followed by possible non-renewal or dismissal. Please note that some actions may not receive a warning.

MAILBOXES

Mailboxes are located in the faculty lounge. All faculty, and staff are expected to check their mailboxes upon arrival and before you leave each day. Mailboxes should be clear of all mail before you leave each day.

MAINTENANCE

Maintenance needs should be reported using the Room Repair Form to the principal. Please provide as much information as possible about the problem and describe as completely as possible what needs to be done.

MASTER SCHEDULE

The master schedule is created by the Assistant Principal with the input of each Department Chair and the School Counselor. Should a teacher desire to teach courses other than assigned or have concerns about their teaching schedule, an email should be sent to the Assistant Principal.

MAXIMUM CLASS SIZE

Maximum class size is determined by the Georgia Department of Education. DAAOE will maintain class sizes smaller than the DeKalb County traditional schools in an effort to maximize student achievement for our students.

MEDICATION

Medication will not be administered to students (this includes aspirin). Students who must take legally prescribed medication must complete the appropriate form found in the Counseling Center. If a student is to take legally prescribed medication, the parent or guardian must bring the medication to the school in its original container and store it in the Counseling Center for dispensing to the student at the specified times. Any faculty or staff member taking medication must keep the medication in its original container and must not share this medication with anyone including students and other staff members.

MUTUAL CONSENT

It shall be the professional practice of DAAOE for all parties in a conference to mutually agree if the conference will be recorded or videotaped. This agreement shall be vocal and recorded. Further, all parties shall be provided a copy of the taped conference upon its completion. If all parties do not mutually consent or if all parties will not obtain a copy of the conference at its conclusion, then the conference shall be postponed until further notice and referred to the Principal. This does not apply to Local Formal Hearings.

NEWSLETTERS

A monthly newsletter will be distributed to faculty, staff, students, and parents. Teachers are also encouraged to communicate with students, parents, and community members regularly. All contents of newsletters representing any aspect of the school must be approved by the principal or assistant principal. A copy of the final newsletter must be filed in the main office.

NOTICE TO PARENTS

All letters and notices to parents must be approved and signed by the principal or assistant principal before going home to parents. A copy of all correspondences sent home must be filed with the front office administrative assistant.

OFFICE PROCEDURES

Lost and Found

Students seeking items in lost and found should be referred to the main office.

Protocol

Offices are professional settings. Students must have a pass to go to the main office during instructional time. Students should not be given a pass to hang-out in an office. Personal conversations must be limited when in the main office.

Visitors

Parents and other visitors are screened in the main office. The administrative assistant in the main office should be notified of expected visitors or speakers.

PARENTS IN CLASSROOMS

DAAOE is an open school and encourages parent participation and involvement. Parents are asked to arrive at the school fifteen minutes prior to the beginning of the class to be visited. To assure safety of all students, parents are requested to sign in at the main office upon arrival at school and receive a visitor's pass. While visiting in the classroom, parents should avoid activity that would distract students, such as walking about the room, talking to the teacher during the class, or talking with students. The rights of all students to privacy and to a proper learning environment must be strictly observed.

PARKING

Staff parking is located in the front and side of the school building.

The student parking lot is located in the back of the school. Each student who parks a vehicle on the school campus must complete a parking application and return it to the Dean of Discipline. Parking privileges may be revoked for excessive absences, tardies, referrals, weapons, drugs, violence, threats, and bullying.

PTSO

The Parent-Teacher-Student Organization (PTSO) is an essential part of our school community. It represents the partnership between the school and home on behalf of students. We encourage all administrators, faculty, and staff to join the PTSO. Please see the parent liaison for more information.

PARTIES

Parties are not permitted during the instructional day. Teachers may celebrate student performance with prior approval from the Principal. Teachers may bring food in the classroom with prior approval from the Assistant Principal.

PERMANENT FOLDERS AND RECORDS

The permanent records of students may only be disclosed with the written consent of the parent(s) or guardian(s), with the following exceptions: DCSS school officials or teachers with legitimate educational interest in the records. FERPA, the Family Educational Rights and Privacy Act, is a federal law regarding the privacy of student records and the access provided to these records. Unless the parent(s) or guardian(s) has provided written authorization specifically identifying what information may be released such as grades or test scores, records should not be released.

Information from records may only be shared with educational professionals who have educational interest in the student. All records must be maintained in a fire proof "Records" room at all times. Administrators, faculty, and staff must read or view any records within the counseling vault.

PERSONNEL

Personnel Files

A personnel file will be maintained by the Business Manager and principal of DAAOE for each staff member. Any employee may see his/her file by asking the principal. If during the course of the school year, it becomes necessary for the administrator to take any corrective action, each staff member affected will be afforded full due process. Furthermore, each teacher has the right to see and respond to any and all documents placed in his/her personnel file pertaining to corrective action or other deficiencies.

Personnel Handbook

A Personnel (Faculty and Staff) Handbook of policies, procedures, rights and responsibilities for contractual personnel will be placed on the Office 365 Sites page for reference and review.

PROFESSIONAL DEVELOPMENT

All staff is responsible for their professional growth. Everyone is encouraged to keep abreast of current research regarding best practices and strategies for student achievement, using data to drive instruction and integrating technology. Other topics such as classroom management, student motivation and parent

participation should also be investigated. Professional learning is mandatory at DAAOE. Professional development sessions will be planned monthly. Each professional learning session will be pertinent to the needs of our school and community. Employees must earn twenty (20) hours of professional learning during the school year and are responsible for maintaining a log of their participation.

PROFESSIONAL DEMEANOR

Inappropriate Contact with Students

It is a violation of school policy to indulge in physical or verbal contact with students that is inappropriate. Employees should refrain from touching students in **any** manner, except interceding in an altercation or preventing a student(s) from harming themselves or others. Employees should further refrain from making comments that involve sarcasm, references to character, those of a demeaning or humiliating nature. Students should not be referred to in any manner other than their names or as *students, young lady, gentlemen* etc. All complaints will be investigated under school system guidelines and documented in writing.

Personal Transportation of Students

Due to possible litigation, and other inherent concerns, faculty and staff members are not allowed to transport students in their personal vehicles.

PROGRESS REPORTS

Progress reports are to be issued every 4½ weeks for students at DAAOE. The grade posting periods are 4½ weeks, 9, and 13½. It is mandatory that all teachers update their grade postings at each of the 4½ week grading periods by the day requested. Final grades in some classes will be issued at the nine-week mark due to scheduling. It is critical that every teacher posts accurate grades for each 4½ week posting. Incomplete or inaccurate grades render the program ineffective and may be detrimental to the student.

DeKalb County has implemented Infinite Campus via the Internet, which allows registered parents/guardians to monitor grades, attendance and homework. Infinite Campus via the Internet is another avenue in pursuit of the continual goal of collaboration and communication between teacher, administrators, and parents.

REPORT CARDS

Report cards will be issued at the end of Fall and Spring Semesters. The fall report cards are given to the students during the instructional day. Spring report cards are mailed to parents. Report cards should reflect Carnegie units earned in each class.

RESTROOM PROCEDURES

Students are allowed to use the restrooms during transition, emergencies, and/or legitimate need. When releasing students from classes to use the restroom, teachers must provide an official hall pass to the restroom. Students will be asked to adhere to the procedures as follows:

- Be respectful by using the restroom quickly and quietly;
- Take pride in a neat and clean restroom.
- Be responsible by flushing and washing hands every time!!
- No playing or congregating in the restroom.

Due to the level of instruction missed when students are absent, it is strongly advised to keep all students in the classroom. Students are given enough time during transition to use the restroom.

RETENTION-PARENTAL COMMUNICATION REASON AND FAILURE LIST

At the end of the semester, the Failure and Reason list will be turned in to the assistant principal. These forms are used to defend the grading policies of the school. A Deficiency Report with Plan for Remediation will be submitted every 4.5 weeks and a Failure and Reasons List will be turned in at the end of each semester. It will take some effort on your part to complete. The information requested is important for you to keep up with and have on hand if questioned by a parent. Thus this be will part of the end of the semester list of forms to be submitted.

SAFETY

Hazardous and unsafe conditions regarding buses, parking, grounds, classrooms, equipment, etc., must be reported to the principal immediately.

SCHEDULE ADJUSTMENT PROCESS

Schedule changes will be allowed for the following reasons only:

- Credit already received for a scheduled class
 - Incomplete schedule
 - Course missing for graduation
3. The counselor will distribute schedule change forms at the beginning of each semester through advisory to students that are in need of a schedule change for the above reasons. All schedule change forms will be turned in to their advisory teacher. All schedule changes require a parent/guardian signature. The counselor will call the student to the counseling office for the schedule change.
 4. Student must continue attending class, completing assignments, and participating in class activities until he or she receives an official print out of their new schedule if it has been approved.
 3. Students whose requests are denied will be notified.
 4. Teachers are not allowed to change schedules, add students to rolls, or delete students from rolls. It is imperative that we ensure that all students are assigned to class.

SEXUAL HARASSMENT

Sexual Harassment

Sexual Harassment is illegal and will not be tolerated in any form. All employees must attend our in-service on a yearly basis to ensure compliance. All employees are expected to conduct themselves in a professional manner at all times. Employees must also refrain from actions and comments that are, or could be constituted as, violations of our school system's, state's, and federal government's sexual harassment laws and directives.

SCHOOL SOCIAL WORKER

The school social worker will provide professional services to help both the personal and academic needs of the student. The school social worker will work with the counselor in support of attendance, suspected child abuse, family and emotional and social issues affecting students and families. Individuals may make a referral to the school social worker by meeting with the school counselor, assistant principal or principal.

STUDENT CLUB OR ORGANIZATION PROPOSAL PROCEDURES

Student or Faculty requests or proposals for consideration for approval of new clubs or organizations must be submitted to the principal or assistant principal for approval. Such requests for consideration and approval of new student clubs or organizations must include the following:

1. A sponsor's name who has agreed to sponsor the club or organization
2. Students' names requesting the club or organization
3. Goals and Purpose of the club or organization
4. Proposed meeting times of the club or organization
6. Proposed location for the meeting
5. Any other information requested by the administration

Reminder: Sponsors must be present at all meetings and maintain a sign-in/sign-out log at the meetings.

Advertising/Posters/Signs

Posters, fliers, signs, and advertisements of any kind must be student related and approved by the principal or assistant principal prior to display. **NONE ARE TO BE FIXED TO WINDOWS OR GLASS PANELS.** All posters and signs are to be removed in a timely manner.

Fundraising

The principal or assistant principal must approve all fund raising activities by clubs or other school-sponsored organizations **four weeks in advance**. Only school-sponsored fund raising activities will be allowed on the DAAOE campus. All clubs are to exhibit fiscal responsibility.

Publications and Printed Materials

No advertising is permitted in the school or at school activities unless it pertains to our school/ school partners. Handouts (giveaways) at school or at a school activity that advertise a business or product are not allowed and are in violation of policy. Posters and classwork are to be carefully removed from display as they become out of date.

Use of school letterhead is allowed only for official school-related correspondence and must be approved by the principal. There are no exceptions.

A monthly newsletter will be available for each employee. Please send items of interest and positive information regarding students, faculty, and staff the journalism teacher. For announcements, information must be given to the assistant principal two days in advance by 4:00 pm.

STUDENT SUPPORT TEAM

The Student Support Team is a system-wide program designed to assist students academically and behaviorally through collaborative efforts to modify existing educational programs. All teachers and staff members in contact with identified students are expected to attend and participate in the scheduled SST meetings. Teachers are also expected to refer students to the counselor who may benefit from the SST process as soon as the need is identified. In addition, teachers shall complete all necessary paperwork expeditiously and keep accurate records of attempted strategies.

SUBSTITUTES

Substitute

Each teacher will request a sub using the Substitute Charter Network. A substitute can be requested via email or via phone:

Request Via Email: subteachernetwork@gmail.com

- I. Include the following: (1) Grade Level & Subject, (2) Date Requested, (3) Teacher Contact Number
- II. Copy Dr. Sackey in the email. SubNetwork will send you an email confirmation of the request with the reporting substitute's name and estimated time of arrival.
- III. Complete the Absence Form and turn it into the Assistance Principal for approval.

Request via Phone: 404-200-1048

- I. Include the following: (1) Name, (2) Grade Level & Subject, (3) Teacher Contact Number
- II. Complete the Absence Form and turn it into the Assistance Principal for approval.

Once the absence is approval, please put the items below in a substitute folder. The folder may be left on your desk or given to the Assistant Principal before your leave for your absence.

- I. Substitute Information Form (SharePoint)
- II. Class Rosters (Infinite Campus generated printout)

Emergency Substitute Lesson Plans

Three days worth of work for emergency use only is to be placed on file in the assistant principal at the beginning of each semester and updated each time used. See the Substitute Folder for all other items that must be included in the Emergency Substitute Lesson Plan Folder.

SUPERVISION OF STUDENTS

DAAOE expects all students to be under assigned adult supervision at all times when they are in school, in the classroom, on school grounds, traveling under school auspices, or engaging in school-sponsored activities. School personnel assigned this supervision are expected to act as reasonably prudent adults in loco parentis in providing for the safety of the students in their charge. In keeping with this expected prudence, no teacher or other staff member shall leave his/her assigned students unsupervised.

TELEPHONES

Telephones/Voicemails

All teachers have a telephone in their classroom. Telephone voicemails should be checked cleared within 48 hours of initial contact. All contacts should be documented using the Teacher Contact Log in Infinite Campus. You should not leave work with “message waiting” indicated on your telephone. All teachers are required to make their school telephone number and e-mail address available to parents and guardians. This information should appear on syllabi, the school website, and any school-related brochures to parents. Since our telephone system has a voice-mail feature, all teachers are required to have a current and professional greeting and consistently check voice mail and return telephone calls within 48 hours. It is critical that we utilize all available means of communication to reach parents, and afford them the opportunity to reach us.

E-mail should be checked and cleared when you arrive to work, during your planning time and prior to leaving for the day. You should not leave work without clearing all unread e-mails. You must respond in a timely manner to any e-mail sent to you.

Telephone Calls

Teachers must not make telephone calls to parents/guardians to discuss a student in front of other students. Teachers must not use their personal cellular telephones during instructional time.

It is vital that all teachers monitor telephones and not allow students to use telephones in the classroom unsupervised. Please remember that fraudulent 911 calls from the classroom will still trigger a response from the police and carry a fine.

Cellular Telephones

Staff should not have their cell phones/ear pieces visible in the front lobby, in front of the building, walking down the halls, in staff meetings, or in the classrooms during instructional time. Cellular telephones should be silenced during instructional times and professional meetings (faculty, instructional, parent conferences, etc.).

TEST DATES

DAAOE utilizes the DeKalb County School District assessment calendar. Please visit the DeKalb County School District's website to view the assessment calendar.

TEST SECURITY & ACCOUNTABILITY

DAAOE faculty and staff member follows all guidelines related to test security and accountability for state and national assessments.

TEXTBOOKS

Textbooks allocated to a teacher for instructional purposes are the teacher's responsibility. Students will not receive textbooks to take home unless approved by the assistant principal. The teacher shall conduct regular checks of the textbooks to ensure that they are not abused or lost. When textbooks are damaged/lost/stolen by a student, the teacher should inform the registrar and take the necessary steps to replace or collect a fine for the textbook from the student. All textbooks must be secured so that they can be accounted for at the end of the semester.

TOBACCO USE

As of September 1, 1987, the use of tobacco products by faculty, staff members, other employees of the school system, and visitors is prohibited on school property during normal working hours. This policy has been passed for the welfare and best interest of all employees and as an example to our students that the use of tobacco is discouraged. Should this policy be violated, the following actions will be taken:

1. First Violation – Letter of redirection from the principal will be placed in the employee's file and to be removed after one year if no further violations are incurred.
2. Second Violation – Letter of reprimand from the board or designee to be placed in the employee's file and to be removed after one year if no further violations are incurred.
3. Third Violation – three days suspension without pay.
4. Fourth Violation – Indefinite suspension and possible termination for violation of board policy and for insubordination.

TRANSPORTATION

DAAOE bus transportation is supported by the DeKalb County School System to and from DAAOE. Bus transportation is available to all students. Students are responsible for finding their own transportation from the bus drop-off location.

VIDEOS

A teacher should only show videos that are relevant to his/her subject area as evidenced by the teacher's lesson plan. Copyright laws and video age ratings must be followed when showing videos to your classes. The video may not be used for entertainment, rewards, fundraisers, or time fillers.

VOICEMAIL

Voicemail must be established and updated prior to the first day of school. Voicemail must be cleared daily and parents contacted within 48 hours of initial contact. All contacts should be documented using the Teacher Contact Log in Infinite Campus.

VOLUNTEERS AND VISITORS

Volunteers and visitors are welcome to visit our school and classes at the beginning of the class period as to not disturb the instructional process. They should check in with the main office to be given a visitor pass. Student visitors are not permitted except in certain rare instances. An unannounced visitor should not be allowed to interrupt instruction.

WEBSITE

DAAOE website is located at www.daaoe.org. Please encourage students and parents to visit the website for information pertaining to the school.

WITHDRAWAL PROCEDURES

Student withdrawals are requested by parents or guardians only. After the request is made, the registrar will notify the teacher to collect all class materials from the student. The students will use the withdrawal form to retrieve all transfer grades.

WORKMAN'S COMPENSATION

Without exception, reports of all work related accidents or injuries must be completed with the Business Manager within 24 hours of the accident. Time is of the essence. See appendix for the Employee Accident Form.

APPENDIX



DESTINY ACHIEVERS

ACADEMY OF EXCELLENCE

• Home of the Eagles •

ABSENCE FORM

NAME _____ DATE(S) OF ABSENCE _____

SUBSTITUTE: _____

EXPLANATION OF ABSENCE

___ **ILLNESS (SCK)**** (CHOOSE ONE)

___ PERSONAL (ILL)

___ CHILD UNDER 18 (ILC)

___ CHILD OVER 18 (ILD)

___ SPOUSE (ILS)

___ PARENT (ILP)

___ OTHER (ILO)

___ **VACATION (VAC)***

___ **PERSONAL LEAVE (PRS) ***

___ **LEAVE WITHOUT PAY (LWO)**

___ CHILD CARE LEAVE (CCL)

___ **JURY DUTY (JRY)**

___ **BEREAVEMENT/RELIGIOUS (BRL)**

___ BEREAVEMENT (BRL)

___ RELIGIOUS (RLG)

___ **MILITARY DUTY (MIL)**

___ **LEAVE WITH PAY (LWP)**

___ **PROFESSIONAL DEVELOPMENT (PD)**

___ **FIELD TRIP**

___ **OTHER (PLEASE SPECIFY)** _____

*Approval of supervisor is required prior to date of leave.

SIGNATURE OF EMPLOYEE

DATE SUBMITTED

The absence above is.

___ **APPROVED**

___ **NOT APPROVED (Full salary will be deducted)**

Explanation _____

SIGNATURE OF
PRINCIPAL OR SUPERVISOR

****For any absence beyond three days or 72 hours in case of sickness, a doctor's certificate must be attached. The principal may require a doctor's certificate for one or more days of sick leave, if necessary.**

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
CAFETERIA/COMPUTER LAB/ACTIVITY
BUILDING USE FORM**

DATE OF REQUEST: _____ **SPONSOR NAME:** _____

PART OF BUILDING TO BE USED: _____

EVENT: _____

EVENT DATE: _____ **EVENT TIME:** **From:** _____ **to** _____

GROUP/CLUB/ORGANIZATION/DEPARTMENT: _____

This form **MUST** be signed by the appropriate sponsor. Once the sponsor/faculty has signed, the Head custodian must sign your form. Once you have all appropriate signatures, this form must be given to Dr. Sackey for Dr. Griffin's signature. Once approved Dr. Sackey will reserve your area on the school calendar. **If you do not have reservation on the school calendar, you or your group will be asked to leave. (No exceptions)**

Sponsor/Faculty Signature

Date

Head Custodian Signature

Date

Assistant Principal Signature

Date

<input type="checkbox"/> Approved <input type="checkbox"/> Denied		
<input type="checkbox"/> Denied Reason _____		
<table style="width: 100%; border: none;"> <tr> <td style="width: 70%; border: none;"> _____ Principal Signature </td> <td style="width: 30%; border: none;"> _____ Date </td> </tr> </table>	_____ Principal Signature	_____ Date
_____ Principal Signature	_____ Date	
*The building must be cleaned and returned to its original state after use.		



Fall 2017 Class Schedule

Breakfast: 8:00am- 8:15am

1st Period: 8:20am – 9:15am

2nd Period: 9:30am – 10:15am

3rd Period: 10:20am -11:15am

Advisory: 11:20am – 12:00pm

4th Period: 12:05 pm – 1:30pm

<p>A Lunch: 12:05pm – 12:30pm Class: 12:35pm - 1:30pm</p>	<p>Class: 12:05pm -12:33pm B Lunch: 12:35pm -1:00pm Class: 1:03pm – 1:30pm</p>	<p>Class: 12:05pm - 1:05pm C Lunch: 1:05pm - 1:30pm</p>

5th Period: 1:35pm -2:25pm

6th Period: 2:30pm – 3:25pm



EARLY CHECK-OUT/LATE ARRIVAL FORM

Name: _____

Date: _____

Requested Date: _____

Check-out time: _____

Return time: _____

Purpose of Check-out: _____ Personal _____ Instructional

Explanation:

Will class(es) need to be covered? _____ If yes, complete the table below.

Periods	Teacher Covering Class	Teacher Signature	Room #
1 st			
2 nd			
3 rd			
Advisory			
4 th			
5 th			
6 th			

 Administrator Approval

 Date

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE

EMPLOYEE ACCIDENT REPORT

ALL SECTIONS MUST BE COMPLETED WITH AS MUCH INFORMATION AVAILABLE

*** ACCIDENT FORMS MUST BE COMPLETED BY DESIGNATED DEPT. PERSONNEL & SUBMITTED TO BUSINESS MANAGER WITHIN 48 HOURS OF ACCIDENT***

Employee's Full Name _____ Date of Birth _____

Home Address _____ City _____ State _____ Zip _____

Home Phone _____ SS# _____ Sex Male Female

Daytime Phone _____ Date Reported to Supervisor _____

Date of Injury _____ Time of Injury _____ AM PM Supervisor Initials _____

Time workday began _____ AM PM Number of Hours Normally Worked Per Week _____

Position/Title:

Administrator _____ Teacher _____ Parapro _____ Secretary/Bookkeeper _____ Food Service _____

Security _____ Bus Driver _____ Custodian _____ Other/Please give jobtitle _____

Nature of Injury/Illness _____ Part of Body _____

Please specify: Strain, Laceration, Bruise, Burn, Fracture, etc.

Back, Finger, Hand, Foot, etc. Left/Right? Upper/Lower?, etc.

Initial Treatment Status:

No Treatment Needed*

Minor/Physician or Clinic

Hospital _____

All employees should be given an Authorization to Physician Form to complete whether treatment is needed or not.

If Applicable: Treating Physician's Name _____ Hospital _____

Location of Injury/Illness: On Premises _____ Off Premises _____ Approved Route _____

Place _____ **Address** _____

Classroom, Cafeteria, Playground, School Parking Lot, etc.

HOW did injury or illness/abnormal health condition occur? Please be as specific and clear as possible.

IF UNABLE TO WORK, EMPLOYEE MUST IMMEDIATELY NOTIFY

THE BUSINESS MANAGER

PLEASE COMPLETE IN FULL, SIGN AND DATE

Employee Signature: _____ Date: _____

Print Name Here: _____

Witness Signature: _____ Date: _____

Print Name Here: _____

Home Address: _____ Phone#: _____

Principal Signature: _____

Date: _____

Print Name Here: _____

Phone #: _____



DESTINY ACHIEVERS ACADEMY OF EXCELLENCE PARENT PERMISSION AND WAIVER FOR MISSED INSTRUCTIONAL TIME

_____ ID Number _____ has my permission to participate in a field trip away
(Student) (ID Number)

from Destiny's campus on _____ from _____ to _____ .
(Date) (Time) (Time)

TO: _____ COST: _____ LUNCH: _____

METHOD OF TRANSPORTATION: _____

CLASSES MISSED DUE TO TRIP:

Period	Subject	Teacher Signature
1		
2		
3		
ADVISORY		
4		
5		
6		

REGULATIONS:

All DeKalb County Code of Conduct rules apply on this trip. Students are expected to extend full cooperation with regard to dress requirements, safety, and courtesy.

This trip is being taken as part of the Destiny Achievers Academy of Excellence instructional program and is intended to enhance the learning experiences for all students participating.

All school work missed by a student while on a field trip may be made up with no loss of credit. The responsibility rests with the students to inform each teacher in advance and request the appropriate materials or assignments.

AUTHORIZATIONS AND APPROVAL SIGNATURES:

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Student Signature

Teacher/Sponsor Signature

EMERGENCY CONTACT INFORMATION:

Emergency Phone 1

Home Cell Work Other

Emergency Phone 2

Home Cell Work Other

RETURN THIS FORM TO _____ BY ____/____/____.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE FIELD TRIP PLAN

School:		Field Trip Date:	
Field Trip Location: <i>(please include city/state for out of town field trips)</i>			
Teacher(s):		Content Area(s):	
Topic(s):		Grade Level(s):	
Private Carrier:		# of DCSD Buses Needed:	

ALIGNED GEORGIA STANDARDS AND ELEMENTS:

PERFORMANCE TASKS BEFORE THE TRIP:

LEARNING ACTIVITIES DURING THE TRIP:

ASSESSMENT(S) FOLLOWING THE TRIP:

**2017 - 2018 REQUEST FOR TRANSPORTATION SERVICES
FOR EDUCATIONAL FIELD TRIPS**

This form must be completed 4 weeks prior to Field Trip request date. Transportation will not be provided until this form is completed and approved by the Principal and Area Superintendent.

For budgeting purposes, drivers are paid \$25.00 an hour and Mileage rate is \$1.50 per mile roundtrip.

SCHOOL/CONTACT INFORMATION

Request Date:	School Code:	School Name:
Requested by:		Title:
Phone #:		

FIELD TRIP INFORMATION

Name of Program/Group/Grade:		Type of Program/Group/Grade:	
Funding Source:		Roundtrip Mileage:	
Contact Person for Program:			
Phone #:			
Destination:			
Field Trip Start Date:	End Date:	Meal Stop: Y or N	Location?:
Bus Pickup Time:		Bus Return Time:	
Projected number of students:		Number of buses requested:	
Wheelchairs: Y or N	Number of Chairs:	Number of Adults:	
Teacher/Program Leader's Name (Please print):			
Teacher/Program Leader's Signature:			Date:

OBJECTIVE/NOTES:

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE

INCIDENT REPORT

PERSONAL INJURY OR PROPERTY DAMAGE
(Not to be used to report Employee Accidents)

Please print legibly

Date of Report: _____ Reported by: _____

Date of Incident: _____

Facility/Location of Accident: _____

Name and DOB of injured party: _____

Address / Phone of injured party: _____

If the Injured party is a minor,
please provide the Name,
Address / Phone of the custodial
parent: _____

Brief Description of the incident: _____

Name, address, and telephone number of all witnesses to the incident:

Signature of Principal

Date

**This form is to be completed only by a teacher or school administrator.
Do not give this form (or a copy) to the injured party.
This report is to be given to the Business Manager as soon as possible.**

Room Repair Form

Name: _____

Date: _____

Room # _____

Please list all repairs that need to be done in the room and return the form to Dr. Griffin.

Item	Repair	Replace	Specific Comments
Doors			
Windows			
Window Blinds			
Book Shelves			
Storage Cabinets			
File Cabinet(s)			
Teacher's Desk			
Tables			
Student Desks			
Student chairs			
Electrical			
Plumbing			
Promethean			
Bulletin Board			
White Board			
Painting			
Computer(s)			
Locks			
Other			

EXHIBIT 16

School's Insurance Coverage



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/14/2016

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 Resurgens Risk Management 1170 Peachtree St. NE Suite 1200 Atlanta, GA 30309	CONTACT NAME: PHONE (A/C, No, Ext): (404) 873-1561 FAX (A/C, No): (404) 873-1574 E-MAIL ADDRESS:	
	INSURER(S) AFFORDING COVERAGE NAIC #	
INSURED Destiny Achievers Academy of Excellence, Inc. 3595 Linecrest Road Ellenwood, GA 30294	INSURER A: Mesa Underwriters Specialty Insurance Co	
	INSURER B: Employers Assurance Company 25402	
	INSURER C: Allied P&C Ins Co	
	INSURER D:	
	INSURER E:	
INSURER F:		

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR			MP0010005000060	08/13/2016	08/13/2017	EACH OCCURRENCE \$ 2,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000
							MED EXP (Any one person) \$ 5,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 2,000,000
							PRODUCTS - COMP/OP AGG \$ 2,000,000
							\$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$
							BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (Per accident) \$
							\$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$
							AGGREGATE \$
							\$
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	EIG2264160-00	08/13/2016	08/13/2017	PER STATUTE OTH-ER
							E.L. EACH ACCIDENT \$ 500,000
							E.L. DISEASE - EA EMPLOYEE \$ 500,000
							E.L. DISEASE - POLICY LIMIT \$ 500,000
C	Employment Related P			0202-6365	08/29/2016	08/29/2017	1,000,000 5,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER CANCELLATION

Dekalb County School District 1701 Mountain Industrial Boulevard 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 



CERTIFICATE OF PROPERTY INSURANCE

CCOLEMAN

DATE (MM/DD/YYYY)

9/14/2016

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.

If this certificate is being prepared for a party who has an insurable interest in the property, do not use this form. Use ACORD 27 or ACORD 28.

PRODUCER Resurgens Risk Management 1170 Peachtree St. NE Suite 1200 Atlanta, GA 30309	CONTACT NAME: PHONE (A/C, No, Ext): (404) 873-1561 FAX (A/C, No): (404) 873-1574 E-MAIL ADDRESS: PRODUCER CUSTOMER ID: DESTACH-01	
	INSURER(S) AFFORDING COVERAGE NAIC #	
INSURED Destiny Achievers Academy of Excellence, Inc. 3595 Linecrest Road Ellenwood, GA 30294	INSURER A: Mesa Underwriters Specialty Insurance Co	
	INSURER B: Travelers Casualty & Surety Company of America 31194	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

LOCATION OF PREMISES / DESCRIPTION OF PROPERTY (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
1 1 3595 Linecrest Road, Ellenwood, GA

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	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	COVERED PROPERTY	LIMITS	
A	<input checked="" type="checkbox"/> PROPERTY	MP0010005000060	08/13/2016	08/13/2017	<input checked="" type="checkbox"/> BUILDING	\$ 870,000	
	CAUSES OF LOSS				DEDUCTIBLES	<input checked="" type="checkbox"/> PERSONAL PROPERTY	\$ 100,000
						BASIC BUILDING	\$
	BROAD				CONTENTS	BUSINESS INCOME	\$
	SPECIAL					EXTRA EXPENSE	\$
	EARTHQUAKE					RENTAL VALUE	\$
	WIND					BLANKET BUILDING	\$
	FLOOD					BLANKET PERS PROP	\$
						BLANKET BLDG & PP	\$
							\$
			\$				
	INLAND MARINE	TYPE OF POLICY				\$	
	CAUSES OF LOSS	POLICY NUMBER				\$	
B	<input checked="" type="checkbox"/> CRIME	106581673	08/17/2016	08/17/2017	<input checked="" type="checkbox"/> Employee Theft	\$ 1,000,000	
	TYPE OF POLICY				<input checked="" type="checkbox"/> ERISA Fidelity	\$ 1,000,000	
					Crime (Includes Burglary)	<input checked="" type="checkbox"/> Computer Crime	\$ 1,000,000
	BOILER & MACHINERY / EQUIPMENT BREAKDOWN					\$	
						\$	
						\$	
						\$	

SPECIAL CONDITIONS / OTHER COVERAGES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER DeKalb County School District 1701 Mountain Industrial Boulevard Stone Mountain, GA 30083	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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Presented By:

Mesa Underwriters Specialty Insurance Company

A.M. Best Rating: A XIII

Quote: MP0010005000060
 Prepared By: John Gray
 Effective Date: 08/13/2016
 Expiration Date: 08/13/2017

Date: 08/22/2016
 State: GA
 Zip: 30294

Applicant Name: Destiny Achievers Academy of Excellence, Inc.
 Mailing Address: 3595 Linecrest Road
 City: Ellenwood

Agency Name: 10005 R-T Specialty Southeast

Estimated Premiums	Total	Other
General Liability	\$3,750.00	
Property	\$15,944.00	
Taxes and Fees	\$1,047.76	
Annual Premium	\$20,741.76	

General Liability

\$2,000,000	General Aggregate Limit (Other than Products/Completed Limit)
\$2,000,000	Products/Completed Operations Aggregate Limit
\$1,000,000	Personal & Advertising Injury Limit
\$2,000,000	Each Occurrence Limit
\$100,000	Damage to Premises Rented to you Limit (Any 1 Premises)
\$5,000	Medical Expenses Limit (Any 1 Person) unless amended
\$1,000	Deductible Amount

Location: 1

Territory: 503

Building 3595 Linecrest Road, Ellenwood, GA 30294

General Liability Coverage:

Classification	Class Code	Exposure Basis	Exposure	Premises Premium	Products Premium
Schools - Private - High - Other than not-for-profit only	47477	Total (per each)	174	\$1,886.00	\$0.00
Additional Insured	11111	Each	1	\$100.00	\$0.00

General Liability Rate Details (Premises):

Classification	Modified Rate
Schools - Private - High - Other than not-for-profit only	10.84
Additional Insured	100.00

Property

Location: 1

Building 1 **3595 Linecrest Road, Ellenwood, GA 30294**
 CSP Code 0921 Schools - Trade or Vocational
 Protection Class 4
 Construction Class Masonry Non-Combustible
 AOP Deductible \$5,000
 Wind/Hail Deductible
 Other Deductible
 Other Deductible Description
 Vandalism Excluded No
 Sprinkler Leakage Excluded No

Property Coverage:

Coverage	Limit	Cause of Loss	Valuation Method	Coins(%)/ Limit	Premium
Building	\$870,000	Special	ACV	80	\$12,860.00
Business Personal Property	\$100,000	Special	ACV	80	\$1,479.00

Property Rate Details:

Coverage	Modified Rate
Building	1.48
Business Personal Property	1.48

Building 2 **3595 Linecrest Road, Ellenwood, GA 30294**
 CSP Code 0921 Schools - Trade or Vocational
 Protection Class 4
 Construction Class Frame
 AOP Deductible \$5,000
 Wind/Hail Deductible
 Other Deductible
 Other Deductible Description
 Vandalism Excluded No
 Sprinkler Leakage Excluded No

Property Coverage:

Coverage	Limit	Cause of Loss	Valuation Method	Coins(%)/ Limit	Premium
Building	\$20,200	Special	ACV	80	\$373.00

Property Rate Details:

Coverage	Modified Rate
Building	1.85

Building 3 **3595 Linecrest Road, Ellenwood, GA 30294**
 CSP Code 0921 Schools - Trade or Vocational
 Protection Class 4
 Construction Class Frame
 AOP Deductible \$5,000
 Wind/Hail Deductible
 Other Deductible
 Other Deductible Description
 Vandalism Excluded No
 Sprinkler Leakage Excluded No

Property Coverage:

Coverage	Limit	Cause of Loss	Valuation Method	Coins(%)/Limit	Premium
Building	\$27,400	Special	ACV	80	\$506.00

Property Rate Details:

Coverage	Modified Rate
Building	1.85

Building 4 **3595 Linecrest Road, Ellenwood, GA 30294**
 CSP Code 0921 Schools - Trade or Vocational
 Protection Class 4
 Construction Class Frame
 AOP Deductible \$5,000
 Wind/Hail Deductible
 Other Deductible
 Other Deductible Description
 Vandalism Excluded No
 Sprinkler Leakage Excluded No

Property Coverage:

Coverage	Limit	Cause of Loss	Valuation Method	Coins(%)/Limit	Premium
Building	\$19,627	Special	ACV	80	\$363.00

Property Rate Details:

Coverage	Modified Rate
Building	1.85

Building 5 **3595 Linecrest Road, Ellenwood, GA 30294**
 CSP Code 0921 Schools - Trade or Vocational
 Protection Class 4
 Construction Class Frame
 AOP Deductible \$5,000
 Wind/Hail Deductible
 Other Deductible
 Other Deductible Description
 Vandalism Excluded No
 Sprinkler Leakage Excluded No

Property Coverage:

Coverage	Limit	Cause of Loss	Valuation Method	Coins(%)/Limit	Premium
Building	\$19,627	Special	ACV	80	\$363.00

Property Rate Details:

Coverage	Modified Rate
Building	1.85

Comments

Forms

Common

IL 00 17 11 98	COMMON POLICY CONDITIONS
ILN 001 09 03	FRAUD STATEMENT
MUS 01 01 10001 0412	POLICY JACKET
MUS 01 01 10002 0412	COMMON POLICY DECLARATION
MUS 01 01 10003 1013	SCHEDULE OF FORMS & ENDORSEMENTS
MUS 01 01 10007 1013	MINIMUM EARNED PREMIUM ENDORSEMENT
MUS 01 01 10023 1013	GA SERVICE OF SUIT
MUS 01 01 10043 1013	PRIVACY NOTICE

General Liability

CG 00 01 04 13	COMMERCIAL GENERAL LIABILITY COVG FORM
CG 20 26 04 13—DeKalb County Board of Education 1700 Mountain Industrial Blvd. Stone Mountain, GA 30083	AI - DESIGNATED PERSON OR ORGANIZATION
CG 21 16 04 13	EXCL - DESIGNATED PROFESSIONAL SERVICES
CG 21 35 10 01	EXCL - COVG C - MEDICAL PAYMENTS
CG 21 47 12 07	EMPLOYMENT-RELATED PRACTICES EXCLUSION
CG 21 55 09 99	EXCL - TOTAL POLLUTION EXCLUSION WITH A HOSTILE FIRE EX
CG 21 67 12 04	EXCL - FUNGI OR BACTERIA
CG 21 73 01 15	EXCL OF CERTIFIED ACTS OF TERRORISM
CG 21 96 03 05	EXCL - SILICA OR SILICA-RELATED DUST
CG 22 30 07 98	EXCL - CORPORAL PUNISHMENT
CG 22 67 10 93	CORPORAL PUNISHMENT
CG 22 71 04 13	COLLEGES OR SCHOOLS (LIMITED FORM)
CG 24 26 04 13	AMENDMENT OF INSURED CONTRACT DEFINITION
IL 00 21 09 08	NUCLEAR ENERGY LIABILITY EXCL ENDT
IL 02 62 09 08	GA CHANGES - CANCELLATION AND NON-RENEWAL
MUS 01 01 20001 0412	GENERAL LIABILITY COVERAGE PART DECLARATIONS
MUS 01 01 20004 1015	LIABILITY DEDUCTIBLE
MUS 01 01 20055 1013	EXCL - ASSAULT OR BATTERY

MUS 01 01 20057 1013
MUS 01 01 20058 0815
MUS 01 01 20063 1013
MUS 01 01 20080 0815
MUS 01 01 20082 0815
MUS 01 01 20084 0815
MUS 01 01 20094 1013
MUS 01 01 20112 1013
MUS 01 01 20125 0915

EXCL - ABUSE OR MOLESTATION
EXCL - LEAD CONTAMINATION
EXCL - PUNITIVE DAMAGES
EXCL - EARTH MOVEMENT
EXCL - ASBESTOS
NON-STACKING OF LIMITS ENDORSEMENT
AMENDMENT OF CONDITIONS - PREMIUM AUDIT
EXCL - OCCUPATIONAL DISEASE
INJURY TO EMPLOYEES, "TEMPORARY WORKERS" AND CONTR

Property

CP 00 10 10 12
CP 00 90 07 88

BUILDING & PERSONAL PROPERTY COVG FORM
COMMERCIAL PROPERTY CONDITIONS

CP 10 30 10 12

CAUSES OF LOSS - SPECIAL FORM

CP 12 11 10 00 -1-1, 1-2, 1-3, 1-4, 1-5-BR-1 and BR-4-All Exterior
AC Units Must BE Fully Enclosed in a locked
and secured cage structure

BURGLARY & ROBBERY PROTECTIVE SYSTEMS

CP 12 18 10 12 -1-2, 1-3, 1-4, 1-5-William Scotsman,
Inc. 8211 Town Center Drive

LOSS PAYABLE PROVISIONS

IL 02 62 09 08 Baltimore, MD 21236

GA CHANGES - CANCELLATION & NON-RENEWAL

IL 09 53 01 15

EXCL - CERTIFIED ACTS OF TERRORISM

MUS 01 01 30001 0412

PROPERTY COVERAGE PART DECLARATIONS

MUS 01 01 30016 1013

EXCL - ABSOLUTE ASBESTOS

MUS 01 01 30021 1013

LEAD EXCLUSION

MUS 01 01 30022 1013

POLLUTION EXCLUSION

MUS 01 01 30023 1013

SINKHOLE EXCLUSION

MUS 01 01 30024 1013

ACTUAL CASH VALUE

MUS 01 01 30025 1013

SECONDARY METALS EXCLUSION

Comments



**Professional
Governmental
Underwriters, Inc.**
The Authority.

**Educators Management & Employment
Practices Liability**

Confirmation of Binding

9020 Stony Point Parkway, Suite 455
P.O. Box 35471
Richmond, VA 23235 www.pgui.com
Toll Free: 800-586-6502 Fax: 804-272-7852

Date: 08/31/2016

To: James Gibbs
R-T Specialty, LLC
Email: james.gibbs@rtspecialty.com

From: Dana D. Fawver
Phone: 804-272-7405
Email: dfawver@pgui.com

Insured Information: Destiny Achievers Academy of Excellence
3595 Linecrest Road
Ellenwood, GA 30294

Policy Number: 0202-6365

Policy Term: 08/29/2016 to 08/29/2017

Thank you for the request to bind coverage. This letter serves to confirm coverage has been bound for this insured. Please review each item carefully to be sure our information matches your files.

Coverage: See coverage form DRWN ELL 1000 (06/2014) for terms, conditions and limitations

Form: Claims Made

Retro Date: 08/29/2016

Insurer Information: Allied World Surplus Lines Insurance Company
Member of Allied World Assurance Group
Best Rating: A XV
Surplus Lines Insurer

Filings / Taxes: Broker Handles Filings

Commission: 8.75%

Minimum Earned Premium is the GREATER of \$1,500 or 25% of annual premium.

This binder is being offered on a surplus lines basis. As the producing broker, it will be your responsibility to comply with regulatory requirements, including arranging for the payment of the applicable state tax and/or stamping fee should a policy be issued.

This contract is registered and delivered
as a surplus line coverage under the Surplus
Line Insurance Law, O.C.G.A. Chapter 33-5.

Educators Management & Employment Practices Liability

Insured: Destiny Achievers Academy of Excellence

Terms	Limits	Retentions each claim including LAE	Premium
Educators Management Liability	\$1,000,000	\$5,000	\$3,856.00
Employment Practices Liability	\$1,000,000	\$5,000	Included
Policy Aggregate	\$1,000,000		
Supplementary Payments	\$50,000	\$5,000	Included
Supplementary Payments Aggregate	\$100,000		
Features/Enhancements			
Punitive Damages		See Retentions Above	Included
Personal Injury		See Retentions Above	Included
Third Party Wrongful Acts		See Retentions Above	Included
Back Pay / Front Pay		See Retentions Above	Included
Non-Monetary Relief		Included in Supplementary Payments	Included
Loss of Earnings		See Retentions Above	Included
Premium, Fees and Taxes			
	Total Premium:		\$3,856.00
	Engineering Fee :		\$245.00
	Total Cost:		\$4,101.00
 Subjectivities - Please forward these items by 09/14/2016 to avoid notice of cancellation.			
Receipt of audited financial statements.			



Wrap+®

Tara M Chambers
1000 Windward Concourse
Suite 100
ALPHARETTA, GA 30005
Phone: (678) 317-7091
Email: TMCHAMBE@travelers.com

August 29, 2016
James Gibbs
R T SPECIALTY LLC
5565 GLENRIDGE CONNECTOR
STE 550
ATLANTA, GA 30342

RE: Insured Name: DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
Binder Type: Conditional
Product: Wrap+ - CRI-2001 (01-09)
Policy Number: 106581673
Policy Period: August 17, 2016 to August 17, 2017
Binder Expiration Date: September 28, 2016

Dear James Gibbs :

On behalf of Travelers Casualty and Surety Company of America we are pleased to conditionally bind coverage for Wrap+ Insurance.

Travelers Casualty and Surety Company of America

CRIME COVERAGES:

Table with 6 columns: Crime Insuring Agreements, Single Loss Limit of Insurance, Single Loss Retention, Crime Insuring Agreements, Single Loss Limit of Insurance, Single Loss Retention. Rows include A - Fidelity, B - Forgery or Alteration, C - On Premises, D - In Transit, E - Money Orders and Counterfeit Money, F - Computer Crime, G - Funds Transfer Fraud, H - Personal Accounts Protection, I - Claim Expense.

Insured's Premises Covered: Worldwide, except Not Applicable

TOTAL ANNUAL PREMIUM - \$1,274.00

(Other term options listed below, if available)

LIMIT DETAIL:

Shared Additional Defense Limit of Liability: N/A
Crime Policy Aggregate Limit of Insurance: N/A

PREMIUM DETAIL:

Term	Payment Type	Premium	Taxes	Surcharges	Total Premium	Total Term Premium
1 Year	Prepaid	\$1,274.00	\$0.00	\$0.00	\$1,274.00	\$1,274.00

POLICY FORMS:

CRI-2001-0109 Crime Declarations Page
CRI-3001-0109 Crime Policy Form

ENDORSEMENTS:

ACF-7006-0511 Removal of Short-Rate Cancellation Endorsement
CRI-19007-0412 Endorsement Replacing Insuring Agreement E. - Money Orders and Counterfeit Money
CRI-19016-0412 Endorsement Amending Thresholds in General Agreements C. and D.
 % Amount - 1 35
 % Amount - 2 35
CRI-19060-0713 Replace General Agreement E - Change of Control - Notice Requirements Endorsement
CRI-19071-0215 Social Engineering Fraud Insuring Agreement Endorsement With Aggregate Limit of Insurance and Callback Verification Requirement
CRI-19072-0315 Global Coverage Compliance Endorsement - Adding Financial Interest Coverage and Sanctions Condition and Amending Territory Condition
CRI-19076-0116 Replace Insuring Agreement A.2. ERISA Fidelity Endorsement
CRI-4004-0109 Georgia Changes Endorsement
CRI-5011-0613 Georgia Cancellation or Termination Endorsement
CRI-7026-0713 Amend Cancellation As To Any Employee Endorsement
CRI-7027-0109 Amend Extended Period to Discover Loss Endorsement
 # of Days 120
CRI-7059-0109 Amend Definition of Employee Endorsement
 # of Days 90

CONTINGENCIES:

This binder is contingent on the acceptable underwriting review of the following information prior to the Binder Expiration Date.

- 1 Application needs to be signed and dated

This binder is a conditional binder, valid until September 28, 2016. This binder will expire on the noted date, at the noted time, unless the required underwriting information stated in the Contingencies section is provided to Travelers and then reviewed and accepted by Travelers prior to the noted expiration date and time.

This policy will not take effect unless Underwriting Information is received and satisfactorily reviewed by September 28, 2016 (Binder Expiration Date). If you do not submit the Underwriting Information on or before the Binder Expiration Date, no policy will be issued.

Commission: 10.00%

NOTES:

NOTICES:

It is the agent's or broker's responsibility to comply with any applicable laws regarding disclosure to the policyholder of commission or other compensation we pay, if any, in connection with this policy or program.

Important Notice Regarding Compensation Disclosure

For information about how Travelers compensates independent agents, brokers, or other insurance producers, please visit this website: http://www.travelers.com/w3c/legal/Producer_Compensation_Disclosure.html

If you prefer, you can call the following toll-free number: 1-866-904-8348. Or you can write to us at Travelers, Agency Compensation, One Tower Square, Hartford, CT 06183.

Affiliate (non-Subsidiary) Coverage Disclaimer:

Regardless of the submission of information or typical availability of coverage for any entity that is not a Subsidiary of the Named Insured, **such entity is not covered by the Policy unless an endorsement is provided that specifically schedules it.** Under the Wrap+® policy, coverage is generally afforded to the following entities (unless otherwise excluded): (1) the Named Insured and (2) its majority-owned Subsidiaries. A Subsidiary is defined in each coverage part of the Wrap+® policy and the definition can vary between coverage parts. An affiliate is not defined but generally has some ownership and/or management in common with the Named Insured or its Subsidiaries (but itself is not a Subsidiary of either one). Affiliate coverage will not be considered on a blanket basis nor will an individual entity be scheduled without proper underwriting information (please contact your underwriter to discuss specific requirements).

For an actual description of coverages, terms and conditions, refer to the Policy. Sample policies can be found at www.travelers.com/business-insurance/management-professional-liability/private-non-profit/index.aspx.

Sincerely,

Tara M Chambers

Travelers Bond & Specialty Insurance



Educators Errors and Omissions and Employment Practices Liability Insurance Policy Declarations

Allied World Surplus Lines Insurance Company

Policy Number: 0202-6365

SUBJECT TO ITS TERMS, THIS POLICY PROVIDES COVERAGE FOR CLAIMS FIRST MADE DURING THE POLICY PERIOD OR EXTENDED REPORTING PERIOD, IF APPLICABLE. DEFENSE EXPENSES ARE GENERALLY PAID IN ADDITION TO THE LIMITS OF LIABILITY; EXCEPT THAT FOR SPECIFIC CLAIMS UNDER INSURING AGREEMENT I.A.(2), THE APPLICABLE LIMITS OF LIABILITY AVAILABLE TO PAY DAMAGES OR SETTLEMENTS WILL BE REDUCED AND MAY BE EXHAUSTED BY THE PAYMENT OF DEFENSE EXPENSES. PLEASE READ AND REVIEW THE POLICY CAREFULLY.

Item 1. Name and Mailing Address of Named Insured:

Destiny Achievers Academy of Excellence
3595 Linecrest Road
Ellenwood, GA 30294

Item 2. Policy Period:

- (a) Inception Date: 08/29/2016
- (b) Expiration Date: 08/29/2017

At 12:01AM Standard Time at the Mailing Address Shown Above

Item 3. Limits of Liability:

- (a) Educators Errors and Omissions Liability
\$1,000,000 Insurer's maximum Limit of Liability for all Loss from each Claim under INSURING AGREEMENT I.A.(1); or for Loss and Defense Expenses from each Claim under INSURING AGREEMENT I.A.(2).
- (b) Employment Practices Liability
\$1,000,000 Insurer's maximum Limit of Liability for all Loss from each Claim under INSURING AGREEMENT I.B.
- (c) Policy Aggregate
\$1,000,000 Insurer's maximum aggregate Limit of Liability for all Loss from all Claims under INSURING AGREEMENT I.A.(1) and INSURING AGREEMENT I.B., and for all Loss and Defense Expenses from all Claims under INSURING AGREEMENT I.A.(2).
- (d) Supplementary Payments
\$50,000 Insurer's maximum Limit of Liability for all Defense Expenses from each Claim under INSURING AGREEMENT I.C.(1).
- (e) Supplementary Payments Aggregate
\$100,000 Insurer's maximum Limit of Liability for all Defense Expenses from all Claims under INSURING AGREEMENT I.C.(1).

Item 4. Retentions:

- (a) \$5,000 each and every Claim under INSURING AGREEMENT I.A.
- (b) \$5,000 each and every Claim under INSURING AGREEMENT I.B.
- (c) \$5,000 each and every Claim under INSURING AGREEMENT I.C.(1)

Item 5. Notices Required to be Given to the Insurer Must Be Addressed to:

Allied World
1690 New Britain Avenue, Suite 101
Farmington, CT 06032

Item 6. Premium:	\$3,856.00
Engineering Fee	\$245.00

Total Policy Premium:	\$4,101.00
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Item 7. Retroactive Date: 08/29/2016

Item 8. Endorsements Attached at Issuance:
See Schedule of Forms and Endorsements

THESE DECLARATIONS, THE POLICY FORM, ANY ENDORSEMENTS AND THE APPLICATION CONSTITUTE THE ENTIRE AGREEMENT BETWEEN THE INSURER AND THE INSURED RELATING TO THIS INSURANCE.

In Witness Whereof, the Insurer has caused this Policy to be executed by its authorized officers.

This contract is registered and delivered as a surplus line coverage under the Surplus Line Insurance Law, O.C.G.A. Chapter 33-5.

This contract is registered and delivered as a surplus lines coverage under the Surplus Lines Insurance Law O.C.G.A. Chapter 33-5.



President



Secretary



AUTHORIZED REPRESENTATIVE

SCHEDULE OF POLICY FORMS AND ENDORSEMENTS

Form(s) and Endorsement(s) made a part of this policy at time of issue.

<u>Form Number</u>	<u>Edition Date</u>	<u>Description</u>
DRWN ELL 1005 AWSLIC	2014-06-01	Educators Errors and Omissions and Employment Practices Liability Insurance Policy Declarations
SAA-100	1998-08-01	Schedule of Policy Forms and Endt's.
DRWN ELL 1000	2014-06-01	Educators Errors and Omissions and Employment Practices Liability Insurance Policy
PGU 1090	2009-01-01	Spouses and Domestic Partners
PGU 1100	2010-03-01	Amend Insured vs. Insured Exclusion, Employment Practices Carveback For Officials
PGU 1052	2007-08-01	Minimum Earned Premium
s1006 DSI	2009-04-01	Service of Suit
PGU 1120	2013-02-01	Harassment / Bullying Coverage

SAA-100 (8-98)



EMPLOYERS ASSURANCE CO.
A Stock Company

Workers' Compensation and Employers Liability
Insurance Policy

Policy Number	Policy Period	
	From	To
EIG 2264160 01	08/13/2016	08/13/2017
12:01A.M. Standard Time at the address of the Insured as stated herein		

Transaction

RENEWAL DECLARATIONS				
NCCI Carrier #	36870	WCIRB CARRIER#	PRIOR POLICY NUMBER	EIG226416000
1. Named Insured and Address			Agent	
DESTINY ACHIEVERS ACADEMY OF EXCELLENCE 3595 LINECREST RD ELLENWOOD GA 30294			FASTCOMP.COM LLC 6555 DEAN MEMORIAL PKWY STE 3 BOSTON HEIGHTS, OH 44236 7232600 Telephone: 8004762948	
Customer #	Carrier #	FEIN #	Risk ID #	Entity of Insured
	36870	452533744		CORPORATION

Additional Locations:

- The Policy Period is from 08/13/2016 to 08/13/2017 12:01 a.m. Standard Time at the Insured's mailing address.
 - A. Workers Compensation Insurance: Part ONE of the policy applies to the Workers Compensation Law of the states listed here: GA

B. Employers Liability Insurance: Part TWO of the policy applies to work in each state listed in Item 3A. The limits of our liability under Part TWO are:

Bodily Injury by Accident	\$	500,000	each accident
Bodily Injury by Disease	\$	500,000	policy limit
Bodily Injury by Disease	\$	500,000	each employee
 - Other States Insurance: Part THREE of the policy applies to the states, if any, listed here:
All states except ND, OH, WA, WY, AK, AR, CT, DE, HI, LA, ME, MA, NE, NH, RI, SD, VT, WV and states listed in item 3.A.
 - This policy includes these endorsements and schedules: See attached schedule.
4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates, and Rating Plans. All information required below is subject to verification and change by audit.

SEE EXTENSION OF INFORMATION PAGE

Minimum Premium	\$	750	Expense Constant	\$	200
			Premium Discount	\$	
Assessments and Taxes	\$		Total Estimated Annual Premium	\$	4,123

This is a Three Year Fixed Rate Policy
Premium Adjustment Period: Annual; Semiannual; Quarterly; Monthly

Countersigned this _____ Day of _____,
_____ Issued Date: 07/22/2016

Authorized Representative

Issuing Office **EMPLOYERS ASSURANCE CO.**
13890 BISHOPS DRIVE, SUITE 250
BROOKFIELD, WI 53005-6609

Issued Date 07/22/2016
WC990630 (5/98 Ed.)



EMPLOYERS ASSURANCE CO.
 A Stock Company
 13890 BISHOPS DRIVE, SUITE 250
 BROOKFIELD, WI 53005-6609

**WORKERS' COMPENSATION AND EMPLOYERS
 LIABILITY INSURANCE POLICY**

Policy Number: EIG 2264160 01	
Named Insured: DESTINY ACHIEVERS ACADEMY OF	
Agent: FASTCOMP.COM LLC	7232600

EXTENSION OF INFORMATION PAGE

CLASSIFICATION OF OPERATIONS

Code No.	Classification Description	Premium Basis Total Est. Annual Remuneration	Rate Per \$100 of Remuneration	Estimated Annual Premium
Georgia				
Rating Period: 08/13/2016 through 08/13/2017				
Site 00001				
8868	SCHOOL: PROFESSIONAL EMPLOYEES & CLERICAL	800,000	0.400000	3,200.00
Site 00001 Total				\$ 3,200.00
Total of Sites for Rating Period				\$ 3,200.00
Rating Period Total				\$ 3,200.00
Rating Period: 08/13/2016 through 08/13/2017				
9807	INCREASED COVERAGE II	3,200	0.008000	26.00
9848	BALANCE TO MIN PREM-COVERAGE II			49.00
9889	SCHEDULE DEBIT	3,275	0.100000	328.00
0900	EXPENSE CONSTANT			200.00
9700	TERRORISM PREMIUM	800,000	0.020000	160.00
9000	CATASTROPHE PREMIUM	800,000	0.020000	160.00
Rating Period Total				\$ 923.00
State Total				\$ 4,123.00
Policy Total				\$ 4,123.00



EMPLOYERS ASSURANCE CO.
A Stock Company
13890 BISHOPS DRIVE, SUITE 250
BROOKFIELD, WI 53005-6609

**WORKERS' COMPENSATION AND EMPLOYERS
LIABILITY INSURANCE POLICY**

Policy Number: EIG 2264160 01
Named Insured: DESTINY ACHIEVERS ACADEMY OF
Agent: FASTCOMP.COM LLC 7232600

SITE LOCATION SCHEDULE

State GA 1
DESTINY ACHIEVERS ACADEMY OF
EXCELLENCE
3595 LINECREST RD
ELLENWOOD GA 30294

Policy Number: EIG 2264160 01

Named Insured: DESTINY ACHIEVERS ACADEMY OF

Agent: FASTCOMP.COM LLC

7232600

ENDORSEMENT SCHEDULE

State	Form Nbr.	Ed. Date	Description
GA	WC000000C	(1/15)	WC/EL INS. POLICY FORM BOOKLET
GA	WC000308	(4/84)	EXCL SOLE PROP, PRTR, OFFCR, OTH
GA	WC000403	(4/84)	EXPERIENCE RATING MOD FCTR
GA	WC000404	(4/84)	PENDING RATE CHANGE ENDT
GA	WC000406	(8/84)	PREMIUM DISCOUNT ENDORSEMENT
GA	WC000414	(7/90)	NOTIFICATION OF CHG OWNERSHIP
GA	WC000419	(1/01)	PREMIUM DUE DATE ENDORSEMENT
GA	WC000421D	(1/15)	CATASTROPHE PREMIUM ENDORSE
GA	WC000422B	(1/15)	TERRORISM RISK INSURANCE PROG
GA	WC100402	(1/13)	GA NON-COOP WITH PREM AUDIT EN
GA	WC100601A	(4/93)	GA CANCEL, NONRENEW & CHG ENDT
GA	WC990405A	(3/07)	INSTALLMENT PAYMENT ENDORSE

EXHIBIT 17

EMO CONTRACT ~ NA

EXHIBIT 18

Agreements with DeKalb County School District

SCHOOL BUS SERVICES AGREEMENT FOR DESTINY CHARTER, 2017-2018 SY

This School Bus Services Agreement (“Agreement”) is made and entered into on April 11, 2017 by and between the DeKalb County School District (“DCSD”) and Destiny Achievers Academy of Excellence, Inc. (the “Charter”). The DCSD and the Charter are referred to jointly as the “Parties” and individually as a “Party.”

RECITALS

WHEREAS, the Charter operates a start-up charter school in the DCSD, located at 3595 Linecrest Rd., Ellenwood, GA 30294 pursuant to a charter between the Charter and the DeKalb County Board of Education;

WHEREAS, the Charter intends to provide limited school bus service for students who attend its school;

WHEREAS, the Charter desires to contract with DCSD to provide such school bus services, and while DCSD has no requirement to do so, DCSD has agreed to provide school bus services for the Charter, pursuant to the terms and conditions set forth herein;

NOW THEREFORE, in consideration of the covenants and promises set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Term. This Agreement shall commence effective August 7, 2017 (“Effective Date”) and expire on May 24, 2018 (“Term”), provided, however, that each Party has the right to terminate this Agreement for its convenience and without cause, after providing ninety (90) days written notice to the other Party. Additionally, if either party breaches any of its obligations under this Agreement, the other party shall notify the breaching party in writing citing all breaches. The breaching party shall have thirty (30) days to remedy the cited breaches. If the breaching party fails to remedy the cited breaches, then the other party may terminate this Agreement upon thirty (30) days written notice.

In addition, this Agreement shall automatically terminate upon the termination of the Charter (“Effective Date of Termination”). In the event of termination of this Agreement, the Charter shall be responsible for payment to DCSD for all school bus services provided through the Effective Date of Termination. This Agreement is expressly subject to and contingent upon approval by the DeKalb County Board of Education.

2. School Bus Services Provided by DCSD. DCSD agrees to the following:

(a) DCSD shall provide limited school bus service to the Charter, as outlined in Attachment A, during the Term of this Agreement. For the routes listed under the “REGULAR BUS SERVICE” section in Attachment A, the Charter will provide the specific dates of service and details (bell time schedules, half day, full day, etc.) for each day of each school year, but these dates may be altered due to inclement weather or other legal conditions. DCSD also agrees to provide field trip services according to the conditions listed in Attachment A. No persons other than students currently attending the Charter school, supervisors, DCSD employees, Charter employees, or DCSD drivers in training are to ride the buses without the written approval of the Charter. DCSD shall at all times have sole authority to develop, modify, and/or cancel routes.

(b) DCSD shall provide all buses for the performance of this Agreement, and agrees that all buses will meet all applicable requirements for school buses as set forth in federal, state and/or local law, rules, regulation or policies

3. Charter Responsibilities. The Charter agrees to provide their specific dates of service and details, if any, as referenced in Paragraph 2 and the required insurance documents, outlined below in Paragraph 6, no later than 30 days prior to its first day of service.

4. Pricing and Payment. The Charter shall pay DCSD for the school bus services provided hereunder according to the terms outlined in the “COMPENSATION FOR BUS SERVICES” Section of Attachment A. DCSD shall invoice the Charter monthly. The Charter shall pay such invoices within 30 days of the date of each invoice.

5. Nondiscrimination. The Parties agree that no child shall be discriminated against on the basis of race, color, national origin, sex or disability. The Parties further agree that no child’s eligibility for the National School Lunch Program will be overtly identified through actions of DCSD or the Charter.

6. Indemnification and Insurance. The Charter shall hold harmless and indemnify DCSD, the DeKalb County Board of Education, its members, officers, employees, agents, volunteers, and assigns (the “DCSD Indemnitees”) for every liability, claim or demand arising out of or relating to DCSD’s provision of school bus services under this Agreement. The Charter’s obligation to indemnify DCSD Indemnitees shall survive the completion, expiration or termination of this Agreement. In addition, the Charter shall cause the DCSD Indemnitees to be named as additional insureds under the Charter’s insurance policies required by the terms of the charter.

7. Modification. This Agreement may not be changed, modified, amended or altered except in a written agreement signed by the Parties.

8. Successors and Assigns. The provisions of this Agreement shall extend to the successors and assigns of the DCSD. This Agreement may not be assigned by the Charter without the prior written consent of the DCSD.

9. No Violation. The Charter represents and warrants that the execution of, and performance under, this Agreement will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject.

10. Severability. In the event that any term or provision of the Agreement 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 this Agreement.

11. Headings/Interpretation of Agreement. The headings contained in this Agreement are for convenience only and shall not affect in any way the meaning or interpretation of this Agreement. The Parties agree that this Agreement was fairly negotiated at arm’s length, and neither Party shall be considered to have been the drafter of the Agreement for purposes of any rules of construction.

12. Governing Law and Venue. This Agreement shall be governed by and construed and enforced in accordance with the laws of the State of Georgia. The exclusive venue for any action arising

out of or related to this Agreement shall be in the federal, superior, or state courts of DeKalb County, Georgia.

13. Notices. Unless otherwise provided in the Agreement, all notices, including, but not limited to, any notice of termination of this Agreement, shall be in writing and shall be personally delivered, sent by overnight delivery service or sent by certified mail, return receipt requested, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, or (c) on the earlier of confirmed receipt or the fifth business day following the date of mailing if sent by certified mail. Notices shall be addressed as follows:

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

To Charter: Mr. Will Dixon
3595 Linecrest Rd.
Ellenwood, GA 30294

14. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties. Counterparts may be transmitted by facsimile or electronic mail, and such electronically transmitted counterparts shall be binding and enforceable.

15. Waiver. No failure or delay by the DCSD in exercising any right or remedy hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any such right or power, or any abandonment or discontinuance of steps to enforce such right or power, or any course of conduct, preclude any other or further exercise thereof or the exercise of any other right or power. The rights and remedies of the DCSD hereunder are cumulative and are not exclusive of any rights or remedies which it would otherwise have hereunder.

16. Entire Agreement. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the Parties regarding such matters. No subsequent amendment or agreement shall be binding upon either party unless it is signed and delivered by both parties hereto.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by their duly authorized signatories effective as of the date written above.

DEKALB COUNTY SCHOOL DISTRICT

By: _____
Dr. R. Stephen Green, Superintendent
DeKalb County School District

By: _____
Dr. Melvin Johnson, Chair
DeKalb County Board of Education

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE,
INC.**

By:  _____
Mr. Wilbert Dixon, Chair
Destiny Achievers Academy of Excellence Governing
Board

ATTACHMENT "A"
LEVEL OF SERVICE AND COMPENSATION FOR BUS SERVICES

REGULAR BUS SERVICE

The level of bus service provided by DCSD to the Charter is limited to no more than 180 days of regular bus service as outlined below:

Route #	Start	End	Frequency	Bus Type
141-001	Indian Creek MARTA Station	School	Daily: AM and PM	Conventional

Regular bus service is defined as bus service provided to the general population of students attending the school and not service targeted for special needs of certain students. Other than the specific daily routes to and from school listed above and field trips below, no special education transportation, midday service, or other bus transportation services shall be provided under this Agreement. The Charter shall be responsible for providing special education transportation, midday service, or other bus transportation services required by federal, state and/or local law, rules, regulation or policies for the population of students attending the Charter

COMPENSATION FOR BUS SERVICES

DCSD will invoice **monthly** and Charter shall pay the DCSD the following on a **monthly** basis:

1. Actual salary and benefits cost of each bus driver assigned by DCSD for the month being invoiced, including actual overtime earned by bus drivers. Drivers' time will include driving dead-head miles (as defined below) or any other mileage needed to provide the service under this Agreement;
2. Actual mileage cost for the month being invoiced, at \$1.80 per mile. Miles calculated will include dead-head miles or any other mileage needed to provide the service under this Agreement; and
3. 3% transportation service fee applied to the total invoiced amount in #1 and #2 above, to cover the administration of the drivers, invoicing duties, and other administrative costs.

Dead-head miles will be calculated as:

1. For a leg not connecting to a DCSD bus route, 100% of the miles from the first/last stop to/from the parking location of the bus.
2. For a leg connecting to a DCSD bus route, 50% of the miles from the first/last stop for the Charter to the last/first stop of the DCSD route.

Should the fuel prices increase to the point of a negative impact on DCSD's budget, then the Charter agrees to, within fifteen (15) days after receipt of written notice by DCSD, in good faith, re-negotiate the terms of this Agreement.

FIELD TRIP BUS SERVICE

DCSD will provide field trip service, when buses and/or drivers are available, for the Charter. The Charter shall follow the procedures of establishing and conducting field trip service according to the latest version of the *DCSD Field Trip Manual*. Overtime charges may apply. DCSD will invoice full cost of field trips monthly according to the rates and fees listed above, which supersede any fees that may be listed in the *DCSD Field Trip Manual* which apply to DCSD students. The Charter shall pay such invoices to DCSD within 30 days of the date of each invoice.

EXHIBIT 19

LOIs and/or Agreements Detailing Partnerships

**MEMORANDUM OF UNDERSTANDING BETWEEN
FAMILIES FIRST AND Destiny Achievers Academy of Excellence**

This is a Memorandum of Understanding and Agreement (hereinafter referred to as the "Memorandum of Understanding") on the part of Destiny Achievers Academy of Excellence, and Families First, Inc. (hereinafter referred to as the "Families First").

PURPOSE: To facilitate the provision of Families First's *Healthy Starts* services to pregnant and parenting teens, ages 14-19, in Fulton, county.

WHEREAS:

Families First, Inc. is a non-profit child and family service organization that has provided services to pregnant and parenting teens since, 1985.

Families First's *Healthy Starts* (HS) Programs include:

1. Doulas
2. TAPP Counselors
3. Resource Moms

Through mentoring, counseling, case management, education, information and referral home visitation, peer support groups, academic supports and relationship mediation, HS ensures that pregnant and parenting teens:

1. have healthy pregnancies and births that minimize time away from school;
2. deliver healthy babies;
3. achieve school success;
4. delay a second pregnancy; and lower the occurrences of at risk behaviors
5. effectively parent and nurture their babies
6. develop and sustain healthy relationships

WHEREAS:

Families First mission is to positively impact the lives of teens and their families. More specifically, TAPP works to decrease the likeliness of abuse and neglect by increasing teens' and their families' capacity to care for their children. We break cycles of child maltreatment and teen pregnancy through enrichment activities that motivate teens to complete school, strengthen healthy communication with their families, babies and partners, and plan for lifelong successes.

1. GENERAL UNDERSTANDING:

1. To facilitate the purpose of this Memorandum of Understanding, the parties agree to the following terms and conditions:
 - a. Nothing in this Memorandum of Understanding shall in any way alter the freedoms enjoyed by either Party, nor shall it in any way effect the independent operation of either Party;
 - b. This Memorandum of Understanding shall not abridge or change the customary methods for recording and executing orders of Destiny Achievers Academy of Excellence, Families First and their respective programs and operations;
 - c. The Parties will work together to promote and facilitate quality services. At the request of either Party, a meeting or conference will be held between Destiny Achievers Academy of Excellence and Families First representatives to resolve any problems or develop any material improvements to this Memorandum of Understanding; and
 - d. Neither Party shall use the name, logo, nor other copyrighted materials of the other Party in any promotion, advertisement or in any other way without the advance approved written consent of a qualified representative from the other Party.

2. OBLIGATIONS OF THE PARTIES:

- A. In furtherance of the purpose of this Memorandum of Understanding, Destiny Achievers Academy of Excellence is expected to do the following:
 - i. Provide reasonable assistance in referring parenting and pregnant teens, ages 14-19, to Families First's *Healthy Starts* program for services.
 - ii. Allow Families First to provide on-site services based on Destiny Achievers Academy of Excellence need, capacity and staff availability.
 - iii. Agree that if it assigns, or transfers any portion of the responsibilities under this Memorandum of Understanding to a third party, it shall notify the Families First immediately, at which time Families First shall have the right to immediately terminate this Memorandum of Understanding.
- B. In furtherance of the purpose of this Memorandum of Understanding, the Families First is expected to do the following:
 - i. Provide *Healthy Starts* program services based on need, capacity and staff availability.
 - ii. Agree that if it assigns or transfers any portion of the responsibilities under this Memorandum of Understanding to a third party, it shall notify Families First immediately, at which time Destiny Achievers Academy of Excellence shall have the right to immediately terminate this Memorandum of Understanding.

C. Confidentiality.

- i. The parties acknowledge that it and its employees, agents, or representatives may during the term of this Agreement be exposed to or acquire information that is proprietary to or confidential to the parties or its affiliated companies or its clients or patients. The parties will hold such information in strict confidence; and represents and warrants that its employees, agents, or representatives will hold such information in strict confidence and not disclose such information to third parties or use such information for any purposes whatsoever than the fulfillment of the parties' obligations under this Agreement. To this end, the parties will advise each of its employees, agents, and representatives to keep such information confidential.
- ii. The parties may enforce the provisions of this Agreement by all legal and equitable remedies available to the parties, including specific performance and injunction.
- iii. The parties agree to comply with the applicable provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 1320d through d-8 ("HIPAA"), and the requirements of any regulations promulgated hereunder including without limitation the federal privacy regulations as contained in 45 CFR Part 164 (the "Federal Privacy Regulations") and the federal security standards as contained in 45 CFR Part 142 (the "Federal Security Regulations").

D. Compensation. There will no financial compensation for services provided by either party hereunder.

E. Indemnification. Each party shall indemnify and agrees to reimburse, exonerate, pay and hold harmless the other party, its affiliates, and their respective directors, officers, shareholders, employees, successors, assigned, agents, contractors, and invitees, from and against any and all liability, claims, threatened claims, loss, cost or damage, including without limitation, the cost of defense of any such claims or threatened claims, arising from any act or omission of the indemnifying party in the provision of services described in this Agreement.

F. Compliance with Laws. Each party represents and warrants that it currently maintains, and each party shall maintain throughout the term of this Agreement, all licenses and permits required by applicable law and shall comply with all applicable laws, regulations, and professional standards.

G. Non-Competition and Non-solicitation. Upon the execution of this Agreement and for a period of two years after the expiration or termination hereof for any reason, neither party will, directly or indirectly:

- i. advise or encourage any employee of the other party, or any independent contractor of the party, to terminate or modify (to the detriment of the other party), such employment or contractual relationship with the other party;
- ii. interfere or attempt to interfere with the employment or other business relationship between the other party and any employee or independent contractor of the other party;
- iii. employ any employee or independent contractor of the other party; or
- iv. without the prior written consent of the other party, attempt to solicit or accept, directly or by assisting others, any business from the other party's customers.

3. TERMS OF MEMORANDUM OF UNDERSTANDING

A. This Memorandum of Understanding may be amended at any time by mutual written agreement of the Parties. It may be canceled at any time by either Party by giving at least sixty (60) days written notice to the other Party or as otherwise provided by in this Agreement. Written notice will be provided via hand delivery or certified mail return receipt requested, addressed as follows:

FOR Destiny Achievers Academy of Excellence:

Name: Dr. Kelvin Griffin
Title: Principal
Mailing Address: 595 Linecrest Rd.
Ellenwood, GA 30294
Phone Number: (404) 328-0898
Facsimile Number: (404) 328-1294

FOR FAMILIES FIRST:

Name: Dr. MiShawna Moore
Title: Chief Programs Officer
Mailing Address: Families First
80 Joseph E. Lowery Boulevard, NW
Atlanta, Georgia 30314
Phone Number: (404) 853-2814
Facsimile Number: (404) 898-7295

B. This relationship is intended solely for the mutual benefit of the Parties and their respective clients hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than Destiny Achievers Academy of Excellence and Families First.

C. This Memorandum of Understanding shall be governed by, construed and applied in accordance with the laws of the State of Georgia.

4. MISCELLANEOUS

- A. Nonexclusive. The parties agree and acknowledge that neither party will be the exclusive provider of the services to the other as described herein and that either party may contract with other parties to provide such services.

- B. Independent Contractors. It is mutually understood by the parties that Destiny Achievers Academy of Excellence and Families First, in performing their respective duties and obligations under this Agreement, are at all times acting and performing as independent contractors with respect to each other, and nothing in this Agreement is intended, and nothing in this Agreement shall be construed to create an employer/employee, partnership or joint venture relationship. Neither party shall have the authority to act on behalf of the other party, except as otherwise provided herein.

- C. Severability. The invalidity of any provision of this Agreement will not affect the validity of any other provision.

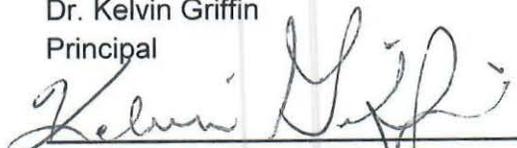
By signature, both parties agree to have executed this Agreement on the day and year set forth at the beginning of the Agreement.

This Memorandum of Understanding has been executed on behalf of:

Destiny Achievers Academy of Excellence
3595 Linecrest Rd.
Ellenwood, GA 30294

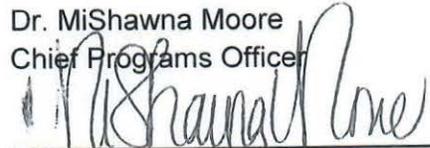
Families First, Inc.
80 Joseph E. Lowery Boulevard, NW
Atlanta, Georgia 30314

Dr. Kelvin Griffin
Principal



Signature/Date

Dr. MiShawna Moore
Chief Programs Officer



Signature/Date

10/24/16



**Memorandum of Agreement (MOA)
Between
Wholistic Stress Control Institute, Inc.
And
Destiny Achievers Academy of Excellence**

The purpose of this MOA is to strengthen and expand the current working relationship between Wholistic Stress Control Institute, Inc. (WSCI) and Destiny Achievers Academy of Excellence by implementing a sexual risk avoidance abstinence education and youth development program.

Destiny Achievers Academy of Excellence supports the mission of the Wholistic Stress Control Institute, Inc. to reduce adolescent sexual activity, pregnancies, births, repeat births, and sexually transmitted diseases/infections by providing eighteen classes on comprehensive abstinence education and positive youth development programming up to 200 students, ages 14-18, at Destiny Achievers Academy of Excellence for the period of October 2016 – September 2017.

Destiny Achievers Academy of Excellence agrees to collaborate with the Wholistic Stress Control Institute, Inc. (WSCI) and provide the following in order to facilitate the Be Abstinent Program:

1. Refer a minimum of 50 youth per semester.
2. Provide students with passive parental consent form for youth's participants.
3. Provide meeting space for each sessions and youth development activities.
4. Contact the WSCI program staff in the event that an emergency impacts the scheduled sessions.
5. Support program in implementation, youth development programming, including extra-curricular activities to be offered for the entire school body.
6. Assign school representative to participate in monthly, or as needed, meetings with Wholistic Stress Control Institute staff to debrief, review and update programming.
7. Assist with sustainability planning meetings when possible.

2545 Benjamin E. Mays Drive, S.W., Atlanta, Georgia 30311
Phone: (404)755-0068 • Fax: (404)755-4333
Website: www.wholistic1.com • Email: wsci@wholistic1.com



**Memorandum of Agreement (MOA)
Between
Wholistic Stress Control Institute, Inc.
And
Destiny Achievers Academy of Excellence**

The purpose of this MOA is to strengthen and expand the current working relationship between Wholistic Stress Control Institute, Inc. (WSCI) and Destiny Achievers Academy of Excellence by implementing a sexual risk avoidance abstinence education and youth development program.

Destiny Achievers Academy of Excellence supports the mission of the Wholistic Stress Control Institute, Inc. to reduce adolescent sexual activity, pregnancies, births, repeat births, and sexually transmitted diseases/infections by providing eighteen classes on comprehensive abstinence education and positive youth development programming up to 200 students, ages 14-18, at Destiny Achievers Academy of Excellence for the period of October 2016 – September 2017.

Destiny Achievers Academy of Excellence agrees to collaborate with the Wholistic Stress Control Institute, Inc. (WSCI) and provide the following in order to facilitate the Be Abstinent Program:

1. Refer a minimum of 50 youth per semester.
2. Provide students with passive parental consent form for youth's participants.
3. Provide meeting space for each sessions and youth development activities.
4. Contact the WSCI program staff in the event that an emergency impacts the scheduled sessions.
5. Support program in implementation, youth development programming, including extra-curricular activities to be offered for the entire school body.
6. Assign school representative to participate in monthly, or as needed, meetings with Wholistic Stress Control Institute staff to debrief, review and update programming.
7. Assist with sustainability planning meetings when possible.

2545 Benjamin E. Mays Drive, S.W., Atlanta, Georgia 30311
Phone: (404)755-0068 • Fax: (404)755-4333
Website: www.wholistic1.com • Email: wsci@wholistic1.com



The Wholistic Stress Control Institute, Inc. Abstinence program agrees to collaborate with Destiny Achievers Academy of Excellence by providing the following to achieve the program's mission:

1. Create, organize, and facilitate the abstinence program, youth development activities and extra-curricular activities for the entire school body.
2. Conduct 18 Abstinence Education and Positive Youth Development classes weekly, using the Choosing the Best Evidenced Based and Botvin Life Skills curriculum. Sessions will include pre and post-testing.
3. Document participation of the youth in the program.
4. Analyze and report program effectiveness.
5. Contact Destiny Achievers Academy of Excellence staff in the event that an emergency impacts the scheduled sessions.
6. Conduct monthly meetings with Destiny Achievers Academy of Excellence staff to review and update programming as needed.
7. Host sustainability meetings and develop a sustainability plan and strategies for the program.

Each party agrees to maintain the confidentiality of the participants in record keeping and in their active group participation. Each party to this agreement will maintain a file on the collaborative efforts.

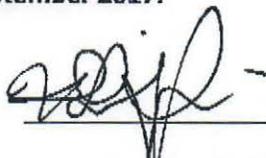
This Letter of Agreement will be reviewed annually from the start of the agreement. The length of this agreement shall be from October 2016 to September 2017.



Tarita Johnson, MSW Program Director
Wholistic Stress Control Institute, Inc.
2545 Benjamin E. Mays Drive, SW
Atlanta, GA 30311

May 24, 2016

Date



Dr. Griffin, Principal
Destiny Achievers Academy of Excellence
3595 Linecrest Rd,
Ellenwood, GA 30294

May 24, 2016

Date

2545 Benjamin E. Mays Drive, S.W., Atlanta, Georgia 30311
Phone: (404)755-0068 • Fax: (404)755-4333
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COMMERCIAL SALES AGREEMENT

TOWN NO. 0408-ATLANTA SOUTH

CUSTOMER NO.

JOB NO.

PO NO.

ESTIMATE NO. 1-2JHTQ3M

DATE: 8/11/2016

Tyco Integrated Security LLC ("Tyco")
Emmett McCord
3980 Dekalb Technology Parkway,
Doraville, GA 30340-2786
Tele. No. (561) 939-3162

Destiny Achievers Academy BA
d/b/a:
("Customer")
Customer Billing Information
3595 Linecrest Rd,
Ellenwood, GA 30294
Attn:
Tele. No.

Customer Premises Served
3595 Linecrest Rd,
Ellenwood, GA 30294
Attn: Shirley Stevenson
Tele. No. (404) 328-0898

This Commercial Sales Agreement is between Customer and Tyco effective as of the date signed by Customer. By entering into this Agreement, Tyco and Customer agree to the Terms and Conditions contained in this Agreement. The Equipment and/or Services, collectively the System(s) covered under this Agreement is/are listed in the attached Schedule(s) of Protection / Scope of Work ("SOW").

I. THE FOLLOWING DOCUMENTS ARE ATTACHED TO THIS AGREEMENT AND ARE INCORPORATED BY REFERENCE:

- (a) Hazardous Substance Checklist and Customer Letter
(b) Scope of Work / Schedule(s) of Protection
(c) Terms and Conditions
(d) Additional Terms and Conditions
(e) State Specific Forms, if applicable (e.g., local permit applications)
(f) Customer Installation Acceptance Form (specific to Equipment/Services purchased)
(g) If multiple locations, see attached schedule

II. CHARGES AND FEES: Customer agrees to pay the Sum of \$5,400.00 ("Installation Charge") with \$0.00 payable upon acceptance of this Agreement ("Installation Charge Deposit") plus any applicable "Fees" and sales taxes. Tyco may invoice Customer for progress billings based upon Equipment and/or System components delivered or stored, and/or Services performed before completion of the System/Equipment installation, activation of the System, connection to the CMC, or any other Service(s). All outstanding Installation Charges and/or Fees shall be due and payable upon completion of the installation of the Equipment/System and as a precondition to activation of System and, if applicable, connection to Tyco's Central Monitoring Center ("CMC") or any other Service(s). Any changes in the STATEMENT OF WORK / SCHEDULE OF PROTECTION made by the Customer after execution of this Agreement must be agreed to by Tyco and the Customer in writing and may be subject to additional charges and/or fees. Any equipment ordered by Customer by e-mail or telephone order shall be subject to terms and conditions of the Agreement and may be subject to shipping, handling, and/or restocking fees. For the Service(s) provided as indicated in this Agreement, Customer agrees to pay Service Charges in the amount of \$1,863.75 per annum (the "Annual Service Charge"), payable in advance Quarterly plus applicable state and/or local tax(es) for 5 year(s) (the "Initial Term") effective from the date such Service is operative under this Agreement. Until Customer has paid Tyco the Installation Charge and Fees in full, Customer grants to Tyco a security interest in the Equipment and all proceeds thereof to secure such payment. After the Initial Term this Agreement shall automatically renew on a/an Annual basis unless terminated by either party upon written notice at least thirty (30) days prior to the anniversary date. Tyco shall have the right to increase Annual Service Charge(s) after one (1) year. For termination prior to the end of the Initial Term, Customer agrees to pay, in addition to any outstanding Fees and charges for Service(s) rendered prior to termination, 90% of the Annual Service Charge(s) remaining to be paid for the unexpired term of the Agreement as liquidated damages but not as a penalty. Additionally, Customer agrees to pay any assessments, taxes, fees or charges imposed by any governmental body, telephone, communication, or signal transmission company such as false alarm, permitting or connection fees, or administration fees or service charges assessed by Tyco related to AHJ requirements and/or changes to applicable laws, the need to reprogram alarm controls/devices to comply with area code, signal transmission, numbering or other changes relating to the installed Equipment and/or Service(s) provided under this Agreement ("Fees").

III. ENTIRE AGREEMENT; CUSTOMER ACCEPTANCE: This Agreement, together with all of its written Amendments, Riders, Scope of Work and/or Exhibits, constitutes the entire agreement between the Customer and Tyco relating to the subject matter hereof and supersedes any prior or contemporaneous oral or written agreements and understandings. The terms and conditions of this Agreement will prevail over any conflicting, inconsistent or additional terms and/or conditions contained in any purchase order, agreement, or other document issued by Customer. In signing this Agreement, Customer is not relying on any advice, advertisements, or oral representations of Tyco and agrees to be bound to the terms and conditions contained in all the pages of the Agreement. Customer agrees that any representation, promise, condition, inducement or warranty, express or implied, not included in this Agreement will not be binding upon Tyco, and that the terms and conditions in this Agreement apply as printed without alteration or qualification, except as specifically modified by a written agreement signed by Tyco and Customer. Any changes in the Statement of Work or scope of the work requested by the Customer after the execution of this Agreement may result in additional cost to the Customer and any such changes/additions must be authorized in a writing signed by both the Customer and Tyco. Customer's failure to accept and sign this Agreement within ninety (90) days of the date shown above may result in price increases. Customer acknowledges that: (a) Tyco has explained the full range of protection, equipment, and services available to Customer; (b) additional protection over and above that provided herein is available and may be obtained from Tyco at an additional cost to the Customer; (c) Customer desires and has contracted for only the Equipment and/or Service(s) itemized in this Agreement; (d) the Equipment/Service(s) specified in this Agreement are for Customer's own use and not for the benefit of any third party; (e) Customer owns the premises in which the Equipment is being installed or has the authority to engage Tyco to carry out the installation in the premises; and (f) Customer will comply with all laws, codes and regulations pertaining to the use of the Equipment/Service(s).

ATTENTION IS DIRECTED TO THE WARRANTY, LIMIT OF LIABILITY AND OTHER CONDITIONS CONTAINED IN THE SECTIONS ENTITLED "TERMS AND CONDITIONS" AND "ADDITIONAL TERMS AND CONDITIONS". THIS AGREEMENT REQUIRES FINAL APPROVAL OF A TYCO AUTHORIZED MANAGER BEFORE ANY EQUIPMENT/SERVICES MAY BE PROVIDED. IF APPROVAL IS DENIED, THIS AGREEMENT WILL BE TERMINATED AND TYCO'S ONLY OBLIGATION TO CUSTOMER WILL BE TO NOTIFY CUSTOMER OF SUCH TERMINATION AND REFUND ANY AMOUNTS PAID IN ADVANCE.

IF MAINTENANCE SERVICE IS DECLINED, CUSTOMER MUST INITIAL HERE _____

IF A 5-DAY FAMILIARIZATION PERIOD IS REQUESTED, CUSTOMER MUST INITIAL HERE _____

TYCO INTEGRATED SECURITY LLC

CUSTOMER: Destiny Achievers Academy

Presented by: _____
(Signature of Tyco Sales Representative)

Accepted By: [Signature]
(Signature of Customer's Authorized Representative)

Sales Agent: Emmett McCord
Sales Representative Registration Number (if applicable): _____

DR. Kelvin Griffin
(Name Printed)

Title: Principal

Date Signed: 8/17/2016



COMMERCIAL SALES AGREEMENT

TOWN NO.
0408-ATLANTA
SOUTH

CUSTOMER NO.

JOB NO.

PO NO.

ESTIMATE NO.
1-2JHTQ3M

SCOPE OF WORK / SCHEDULE OF PROTECTION

IV. SCOPE OF WORK / SCHEDULE OF PROTECTION ("SOW"): Tyco agrees to install or cause to be installed the Equipment and furnish the Service(s), collectively, the System, on the terms and conditions set out in this Agreement.

A. Ownership of System and/or Equipment: Tyco Owned - Tyco may remove or upon written notice to the Customer, abandon in whole or in part, all devices, instruments, appliances, cabinets, and other materials associated with the system, upon termination of this agreement, without obligation to repair or redecorate any portion of the Customer's premises upon such removal, and the removal or abandonment of such materials shall not be held to constitute a waiver of the right of Tyco to collect any charges which have been accrued or may be accrued hereunder.

B. Services to be Provided ("Services")

Alarm monitoring and Notification Services:

Video Surveillance Services:

Managed Access Control Services:

Video Equipment:

Quality Service Plan(QSP)Maintenance; Preventive Maintenance/Inspection:

Additional Services:

Burglar Alarm Monitoring PROVIDED

No Service Selected

DataSource Service PROVIDED

No Service Selected

Maintenance Quality Service Plan PROVIDED / Inspections NOT PROVIDED

1 Phone Line No Dialer Test / No Backup Services PROVIDED

C. Equipment to be Installed ("Equipment"): Tyco will install, or cause to be installed, the Equipment (or equivalent), as set forth in this SOW in Customer's designated facility(ies). As used herein, "installation" means: (i) affixing all Equipment and materials provided by Tyco at such locations within the facility(ies) as are designated by Customer; (ii) providing and pulling cables/wires required to connect the Equipment to Customer's Communications Facilities and making such connections; (iii), in the case of a Digital Communicator installation, mount Equipment and plug into RJ31X phone jack previously installed by Customer; (iv) in the case of radio installation, mount radio Equipment and program Equipment with number furnished by Customer; (v) providing and installing software/firmware required by the Equipment; (vi) performing testing as required to establish that the Tyco Equipment is connected, is functioning according to its specifications, and is communicating over Customer's Communications Facilities; and (vii) providing user-level training to Customer's designated representative in the use of such Equipment.

Qty	Product Name	Location
44	Regular Labor	
1	HS2064 CONTROL PANEL; CMC-1 COMMERCIAL CABINET; HS2LCD SYMBOLS; 4AH; RJ31X; T/L	
1	PC4000 GROUNDWIRE ASSY HARDWAR	
1	NEO INTERNET ALARM COMMUNICATOR W/RS-422 INTERFACE	
1	Telguard Digital UL Resi & UL Comm Burg. NOTE: REQUIRES 477967 BATTERY	
1	Battery, Sealed Lead-Acid, 12 Volt, 7.0Ah	
24	WIRELESS POWERG DUAL-TECH(PIR & MW) MOTION DET. W/PET 915MHZ	
24	WIRELESS POWERG DOOR/WINDOW CONTACT WITH AUXILIARY INPUT 915MHZ	
3	WIRELESS POWERG REPEATER 915MHZ	
1	Labor Adjustments	
1	Outdoor Motion on the building	

D. Scope of Work: This Section is intended for installation use only. Any language contained in this Section that attempts to modify the Terms and Conditions of this Agreement shall be void and of no effect.

Contact Information: Shirley Stevenson, 4043280898, shirley.stevenson@daaoe.org

System Operation: Tyco will install a new BA system at the customer's site. The system will include 1 control panel, back up power, digital communicator, 1 keypad, 6 glass breakage detectors, 7 motion detectors, and 10 door contacts.

Programming Info: Tyco will provide all programming needed for the project.

Site Conditions: This facility is a charter one story charter school drop ceiling in the kitchen and some classroom only. Open ceiling in the remainder of the facility.

Existing Equipment: All existing equipment will be removed from the site.

Customer Expectations: Work will be performed during normal business hours, 8-4 pm, M-F; except Holidays

Training Expectations: Tyco will provide training for the appropriate manager.

General Comments: No permit is needed for this project.

Customer Responsibilities / Tyco Exclusions: Customer is responsible for the AC power, access to the work areas, and providing a safe environment for tech.

Documentation Needs: Tyco will provide the manager with a user manual at the completion of the project.

Contract Notes -

TERMS AND CONDITIONS

TERMS AND CONDITIONS

V. Customer and Tyco agree as follows:

A. Services.

A.1. Central Station Signal Receiving and Notification ("Alarm Monitoring") Services. 1. If an alarm signal registers at Tyco's alarm monitoring center ("CMC"), Tyco will endeavor to notify the appropriate Police or Fire Department and if required by local law, the Customer's designated representative. If a burglar alarm signal or fire signal registers at Tyco's CMC, Tyco at its sole discretion may endeavor to contact the Customer's premises by telephone to verify that the alarm is not false. Failing to contact the Customer promptly or questioning the nature of the response received upon such contact, Tyco shall endeavor to notify the appropriate Police/Fire Department. If a supervisory or trouble signal registers at Tyco's CMC, Tyco will endeavor to notify the Customer's designated representative. 2. If Customer has purchased alarm monitoring service that requires Police, Fire, Guard Response, or Medical Emergency Response/Notification or Two Way Voice monitoring services and such an alarm is received at Tyco's CMC, then Tyco may, in its sole discretion, endeavor either (a) to contact Customer and/or anyone Customer has identified as having authority to act on Customer's behalf on Customer's Emergency Contact List ("ECL") by telephone or Two Way Voice communication, or (b) use video or audio feed from Customer's premises to confirm that the alarm is not false. If Tyco fails to contact Customer or someone on Customer's ECL or, if Tyco questions the response received upon such contact, then Tyco will endeavor to notify the appropriate Police/Fire Department or other emergency response provider. If Guard Response Service is being provided, Tyco will, for an alarm that requires Police response, endeavor to dispatch a Tyco Representative to make an investigation of the exterior of the premises from his/her vehicle and, upon evidence of an attack, Tyco will endeavor to notify the appropriate Police Department. TYCO WILL NOT ARREST OR DETAIN ANY PERSON. Customer agrees that Tyco will have no liability pertaining to the recording (or failure to record) or publication of any Two Way Voice communications, Internet, or other Video recordings or the quality of such recordings, if any. 3. If Supervisory Alarm or Trouble Alarm monitoring services are purchased (or if such services are actively programmed into the System) and such an alarm is received by Tyco, Tyco will endeavor to notify Customer's designated representative. 4. If Customer has identified persons on Customer's ECL authorized to act on Customer's behalf, Tyco will endeavor to contact such persons before Tyco endeavors to notify the Police/Fire Department. 5. The System may not operate with other companies' alarm monitoring equipment. If Customer cancels any Services, this incompatibility may prevent Customer from continuing to use the System. Customer understands that local laws, ordinances or governmental policies may restrict and/or limit Tyco's ability to provide alarm monitoring and notification services and/or necessitate modified or additional services and expense to Customer. Customer understands that Tyco may employ any number of current or future industry-recognized measures to help reduce occurrences of false alarm signal activations. These measures may include, but are not limited to, implementation of industry-recognized default settings on alarm panels including those authorized under ANSI-SIA CP-01-2000; default settings for "swinger shutdown" of specific alarm zones; implementation of "partial clear time bypass" procedures at Tyco's CMC; and/or other similar measures employed by Tyco periodically in Tyco's sole discretion. THESE MEASURES CAN RESULT IN NO ALARM SIGNAL BEING SENT FROM AN ALARM ZONE IN CUSTOMER'S PREMISES AFTER THE INITIAL ACTIVATION UNTIL CUSTOMER MANUALLY RESETS THE ALARM SYSTEM. 6. Customer understands that, upon receiving notification that a fire or carbon monoxide signal has been received by Tyco, the Police, Fire Department or other responding authority may forcibly enter Customer's premises. 7. Alarm Verification Services. Intrusion detection/burglar alarm equipment may require activation of two sensors, or a second activation of a single sensor, or activation of a continuous alarm event from a single sensor to meet the requirements of local laws, ordinances or other requirements of the Police Department. Customer is solely responsible for operating on-premises bypass or switch units to disconnect or reconnect the alarm sounding or transmitting equipment. 8. 5-Day Familiarization Period. If Customer has requested a 5-day "Familiarization Period" following completion of installation, and if needed, an extension period to enable Customer to become familiar with the system operation, then during this Familiarization Period Customer agrees that if any signal (including an alarm signal) of any nature registers at Tyco's CMC, Tyco will not respond to any signals, or endeavor to notify any authorities, Customer, or Customer's designated representative(s), or undertake any other action with regard to any signal, whether or not due to an actual emergency event. 9. Direct Connection Service. If such service is available/required in Customer's location a "Direct Connection" may be made to the Customer's Municipal Police, Fire Department, or other agency, and signals transmitted by the System will be monitored directly by such Municipal Police, Fire Department, or other agency personnel (collectively, "Municipal Personnel"), none of whom are agents of Tyco. Tyco does not assume any responsibility or liability for the manner in which such signals are monitored or the response, if any, made by such Municipal Personnel to such signals. 10. Parallel Protection Service. If Customer chooses a Tyco approved cellular back-up service, alarm signals may be transmitted to Tyco's CMC from Customer's premises over a cellular communications network if Customer's primary telephone service is interrupted.

A.2. Communication Facilities. (a) Authorization. To facilitate Tyco's ability to provide Service under this Agreement, Tyco may make requests for information, service, or equipment in any respect on behalf of Customer to Customer's telephone service provider, wireless carrier, or other entity providing communication facilities or services for transmission of alarm signals (the "TeleCo"). (b) Digital Communicator. If a Digital Communicator is used to connect to Tyco's CMC, Customer will provide a connection through a telephone jack to Customer's TeleCo service as required to operate the System, Equipment, or to provide the Service. Such connection will be electrically first before any other telephone or Customer equipment, and will be located within 10 feet of the alarm/control panel. Tyco will provide such connection at Customer's request and expense. (c) General. TYCO'S RECEIPT OF ALARM SIGNALS, ELECTRONIC DATA, VOICE DATA OR IMAGES (COLLECTIVELY, "ALARM SIGNALS") FROM THE EQUIPMENT OR SYSTEM INSTALLED IN CUSTOMER'S PREMISES IS DEPENDENT UPON PROPER TRANSMISSION OF SUCH ALARM SIGNALS. TYCO'S CMC CANNOT RECEIVE ALARM SIGNALS WHEN THE CUSTOMER'S TELECO SERVICE OR OTHER TRANSMISSION MODE IS NOT OPERATING OR HAS BEEN CUT, INTERFERED WITH, OR IS OTHERWISE DAMAGED, OR IF THE ALARM SYSTEM IS UNABLE TO ACQUIRE, TRANSMIT OR MAINTAIN AN ALARM SIGNAL OVER CUSTOMER'S TELECO SERVICE OR TRANSMISSION MODE FOR ANY REASON INCLUDING BUT NOT LIMITED TO NETWORK OUTAGE OR OTHER NETWORK PROBLEMS SUCH AS CONGESTION OR DOWNTIME, ROUTING PROBLEMS, OR INSTABILITY OF SIGNAL QUALITY. CUSTOMER UNDERSTANDS THAT SIGNAL TRANSMISSION FAILURE MAY OCCUR OVER CERTAIN TYPES OF TELECO SERVICES SUCH AS SOME TYPES OF DSL, ADSL, VOIP, DIGITAL PHONE, INTERNET PROTOCOL BASED PHONE OR OTHER INTERNET INTERFACE-TYPE SERVICE OR RADIO SERVICE, INCLUDING CELLULAR, WIRELESS OR PRIVATE RADIO, OR CUSTOMER'S PROPRIETARY TELECOMMUNICATION NETWORK, INTRANET OR IP-PBX, OR OTHER THIRD-PARTY EQUIPMENT OR VOICE/DATA TRANSMISSION NETWORKS OR SYSTEMS OWNED, MAINTAINED OR SERVICED BY CUSTOMER OR THIRD PARTIES, IF: (1) THERE IS A LOSS OF NORMAL ELECTRIC POWER TO THE MONITORED PREMISES OCCURS (THE BATTERY BACK-UP FOR TYCO'S ALARM PANEL DOES NOT POWER CUSTOMER'S COMMUNICATION FACILITIES OR TELECO SERVICE); OR (2) ELECTRONIC COMPONENTS SUCH AS MODEMS MALFUNCTION OR FAIL. CUSTOMER UNDERSTANDS THAT TYCO WILL ONLY REVIEW THE INITIAL COMPATIBILITY OF THE ALARM SYSTEM WITH CUSTOMER'S TELECO SERVICE AT THE TIME OF INITIAL INSTALLATION OF THE ALARM SYSTEM AND THAT CHANGES IN THE TELECO SERVICE'S DATA FORMAT AFTER TYCO'S INITIAL REVIEW OF COMPATIBILITY COULD MAKE THE TELECO SERVICE UNABLE TO TRANSMIT ALARM SIGNALS TO TYCO'S CMC. IF TYCO DETERMINES IN ITS SOLE DISCRETION THAT CUSTOMER'S TELECO SERVICE IS COMPATIBLE, TYCO WILL PERMIT CUSTOMER TO USE ITS TELECO SERVICE AS THE PRIMARY METHOD OF TRANSMITTING ALARM SIGNALS, ALTHOUGH CUSTOMER UNDERSTANDS THAT TYCO RECOMMENDS THAT CUSTOMER ALSO USE AN ADDITIONAL BACK-UP METHOD OF COMMUNICATION TO CONNECT CUSTOMER'S ALARM SYSTEM TO TYCO'S CMC REGARDLESS OF THE TYPE OF TELECO SERVICE USED. CUSTOMER ALSO UNDERSTANDS THAT IF TYCO DETERMINES IN ITS SOLE DISCRETION THAT CUSTOMER'S TELECO SERVICE IS, OR LATER BECOMES, NON-COMPATIBLE, OR IF CUSTOMER CHANGES TO ANOTHER TELECO SERVICE THAT IS NOT COMPATIBLE, THEN TYCO WILL REQUIRE THAT CUSTOMER USE AN ALTERNATE METHOD OF COMMUNICATION ACCEPTABLE TO TYCO AS THE PRIMARY METHOD TO CONNECT CUSTOMER'S ALARM SYSTEM TO TYCO'S CMC. TYCO WILL NOT PROVIDE FIRE OR SMOKE ALARM MONITORING FOR CUSTOMER BY MEANS OTHER THAN AN APPROVED TELECO SERVICE AND CUSTOMER UNDERSTANDS THAT IT IS SOLELY RESPONSIBLE FOR ASSURING THAT IT USES APPROVED TELECO SERVICE FOR ANY SUCH MONITORING AND THAT IT COMPLIES WITH NATIONAL FIRE ALARM STANDARDS AND LOCAL FIRE CODES. CUSTOMER ALSO UNDERSTANDS THAT IF CUSTOMER'S ALARM SYSTEM HAS A LINE CUT FEATURE, IT MAY NOT BE ABLE TO DETECT ALARM SIGNALS IF THE TELECO SERVICE IS INTERRUPTED, AND THAT TYCO MAY NOT BE ABLE TO DOWNLOAD SYSTEM CHANGES REMOTELY OR PROVIDE CERTAIN AUXILIARY MONITORING SERVICES THROUGH A NON-APPROVED TELECO SERVICE. CUSTOMER ACKNOWLEDGES THAT ANY DECISION TO USE A NON-APPROVED TELECO SERVICE AS THE METHOD FOR TRANSMITTING ALARM SIGNALS IS BASED ON CUSTOMER'S OWN INDEPENDENT BUSINESS JUDGMENT AND THAT ANY SUCH DECISION IS MADE WITHOUT ANY ASSISTANCE, INVOLVEMENT, INPUT, RECOMMENDATION, OR ENDORSEMENT ON THE PART OF TYCO. CUSTOMER ASSUMES SOLE AND COMPLETE RESPONSIBILITY FOR ESTABLISHING AND MAINTAINING ACCESS TO AND USE OF THE NON-APPROVED TELECO SERVICE FOR CONNECTION TO THE ALARM MONITORING EQUIPMENT. CUSTOMER FURTHER UNDERSTANDS THAT THE ALARM SYSTEM MAY BE UNABLE TO SEIZE THE TELECO SERVICE TO TRANSMIT AN ALARM SIGNAL IF ANOTHER CONNECTION HAS DISABLED, IS INTERFERING WITH, OR BLOCKING THE CONNECTION.

A.3. Maintenance Service/Quality Service Plan ("QSP"). 1. If QSP is purchased, Tyco will provide and bear the expense of maintenance/repair of the covered Equipment for issues related to normal wear and tear. The following are not covered under QSP and any requested QSP Service will be provided on a time and materials basis: (a) window foil, (b) security screens, (c) product installed contrary to OEM specifications, (d) exterior wiring, (e) programming changes, (f) software updates/upgrades, unless Software Support Services are purchased, (g) consumables such as batteries and printer supplies, and (h) "Conditions" not covered by Warranty shown below. Customer shall pay for any related labor and/or materials for such work at Tyco's then applicable rates. Additional charges may apply for QSP Service requiring the use of a lift. Tyco's obligation to perform QSP Service relates solely to the covered Equipment. 2. If QSP is not purchased prior to the expiration of the Equipment Warranty, Tyco will provide such QSP Service only after inspecting the Equipment to be covered and making any necessary repairs or replacements to bring the Equipment/System into compliance with Tyco's specifications and/or the standards set by applicable law. 3. QSP Service will be furnished during Tyco's "Normal Working Hours" (between 8:00 A.M. and 4:30 P.M. Monday through Friday, except holidays). QSP Service performed outside of these hours is subject to additional charges. Provision of QSP Service is conditioned upon the continued availability of system components/parts from the original equipment manufacturer ("OEM").

A.4. Testing/Inspections Service ("T/I"). Intentionally left blank - Services have not been purchased.
A.5. Investigator Response Service. Intentionally left blank - Services have not been purchased.
A.6. Select View Managed Video Services/Interactive Video Monitoring Services. Intentionally left blank - Services have not been purchased.
A.6.1. Video/Audio Alarm Verification Service/Video Verification. Intentionally left blank - Services have not been purchased.
A.6.2. Video Guard Tour. Intentionally left blank - Services have not been purchased.
A.6.3. Video Escort. Intentionally left blank - Services have not been purchased.
A.6.4. Video Assist. Intentionally left blank - Services have not been purchased.
A.6.5. Video Audit. Intentionally left blank - Services have not been purchased.
A.6.6. Outdoor Interactive Video Monitoring Services. Intentionally left blank - Services have not been purchased.
A.6.7. Managed Video Portal. Intentionally left blank - Services have not been purchased.
A.6.8. Unattended Delivery – Alarm Based Video Monitoring. Intentionally left blank - Services have not been purchased.
A.6.9. Unattended Delivery – Live Video Monitoring of Process - Intentionally left blank - Services have not been purchased.
A.7. Managed Access Control Services. Intentionally left blank - Services have not been purchased.
A.8. DataSource Service; Open/Close Signal Activity. If Customer has purchased Tyco's central station alarm monitoring and DataSource services, Customer may access Tyco's Internet-based report generation service enabling real-time access to account data and system activity reports such as late-to-close, early-to-close, late-to-open and early-to-open reports. For an additional charge, Tyco can also mail printed reports to Customer at the rates shown in this Agreement. To use the DataSource Service, Customer must (a) have Internet and email access, (b) have purchased alarm monitoring services, and (c) agree to the website terms of use on https://datasource.tycois.com/ . In order to avoid unnecessary signal activity, Customer disruption, and to provide Customer with optimized open/close scheduling, Tyco will endeavor to analyze open/close signal activity received from a covered Customer facility and appropriately adjust such open/close scheduling at its reasonable discretion to better reflect Customer open/close traffic patterns. Tyco will provide Customer with notification of such open/close scheduling changes made, if any, within five (5) business days.
A.9. Vision/Vision with Auditing. Intentionally left blank - Service is no longer offered.
A.10. Hosted Access. Intentionally left blank - Services have not been purchased.
A.11. Data Hosting/Storage Services. Intentionally left blank - Services have not been purchased.
A.12. Mobile Security Management ("MSM") Services. Intentionally left blank - Services have not been purchased.
A.13. Software Support Services – No Upgrades. Intentionally left blank - Services have not been purchased.
A.14. Lynx Network Duress and Emergency Notification System ("Lynx System"). Intentionally left blank – Lynx System/Services have not been purchased.
A.15. RFID Tracking System ("System"). Intentionally left blank – RFID Systems have not been purchased.
A.16. Additional Services. If any other services, including but not limited to the following, are being furnished under this Agreement, Customer and Tyco will enter into a separate Rider that will be attached to and incorporated as part of this Agreement: (a) Select Link - Immediate Response Information System (IRIS) (b) Managed Access Control (c) Electronic Article Surveillance ("EAS") (d) Guard Response Service (e) Radio Frequency Identification ("RFID") (f) Training Services (g) Watchman's Reporting Service.
B. Warranty (90-Day). 1. If the transaction type is "Direct Sale", any part of the System (as distinguished from the Firmware/Software) installed under this Agreement, including the wiring, which proves to be defective in material or workmanship within ninety (90) days of the date of completion of the installation ("Warranty Period"), will be repaired or replaced, at in Tyco's option with a new or functionally operative part. Materials required to repair or replace such defective components will be furnished at no charge during the Warranty Period. Warranty Services will be furnished during Tyco's "Normal Working Hours" (between 8:00 A.M. and 4:30 P.M. Monday through Friday, except holidays). Warranty Service performed outside of these hours is subject to additional charges. 2. For "Tyco-Owned" equipment/systems: (a) the equipment/systems are provided "AS IS" and without warranty; and (b) Customer is responsible to maintain such equipment/system in good working order.
3. The following "Conditions" are not covered by Warranty: (a) damage or extra service time needed resulting from accidents, acts of God, lightning, strikes, riots, floods, terrorism, acts of War, alteration, misuse, tampering or abuse, adjustments, repairs or maintenance not performed by Tyco, or from parts, equipment, accessories, attachments or other devices not furnished by Tyco; (b) Customer's failure to properly follow operating instructions provided by Tyco or OEM; (c) adjustments necessitated by misalignment of video cameras, improper adjustment of monitor brightness and contrast tuning dials or insufficient light on the area viewed by the camera(s); (d) trouble due to interruption of Internet, telecommunications, and/or electrical service; (e) battery failure; (f) devices designed to fail in protecting the equipment/system, such as, but not limited to, fuses and circuit breakers; and (g) System modifications/customization requested by Customer. If Customer calls Tyco for Warranty Service and Tyco's representative finds that one of the "Conditions" has led to the inoperability or apparent inoperability of the Equipment/System or any component, Tyco may bill Customer for the service call whether or not Tyco actually works on the Equipment/System. If repairs are required due to one of the above "Conditions", Tyco will charge Customer for such work on a time and materials basis at Tyco's then applicable rates for labor and materials.
4. THE FOREGOING WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO, ANY IMPLIED WARRANTIES OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. THE CUSTOMER'S EXCLUSIVE REMEDY WITH RESPECT TO ANY AND ALL LOSSES OR DAMAGES RESULTING FROM ANY CAUSE WHATSOEVER, INCLUDING TYCO'S NEGLIGENCE, IS REPAIR OR REPLACEMENT AS SPECIFIED ABOVE. TYCO WILL IN NO EVENT BE LIABLE FOR ANY CONSEQUENTIAL OR INCIDENTAL DAMAGES OF ANY NATURE, INCLUDING WITHOUT LIMITATION, DAMAGES FOR PERSONAL INJURY OR DAMAGES TO PROPERTY, HOWEVER OCCASIONED, WHETHER ALLEGED AS RESULTING FROM BREACH OF WARRANTY OR CONTRACT BY TYCO OR NEGLIGENCE OF TYCO OR OTHERWISE.
C. System Requirements, Miscellaneous. 1. Vaults. Customer must ensure that any Customer vault protected by sound or vibration detector systems has the minimum construction characteristics prescribed by the Underwriters' Laboratories, Inc. 2. System Testing. Customer must test all detection devices or other electronic equipment according to procedures prescribed by Tyco prior to setting the alarm system for closed periods and must notify Tyco promptly if such equipment fails to respond to any such test. 3. Familiarization Period. UNLESS CUSTOMER HAS REJECTED THE FAMILIARIZATION PERIOD (EXCEPT WHERE A FAMILIARIZATION PERIOD IS REQUIRED BY LAW), CUSTOMER AGREES THAT: (a) DURING A FIVE (5) DAY FAMILIARIZATION PERIOD, OR SUCH PERIOD AS IS REQUIRED BY LAW; AND (b) FOLLOWING COMPLETION OF THE INSTALLATION AND THE COMMUNICATIONS CONNECTION TO TYCO'S CMC (AND DURING ANY APPLICABLE EXTENSIONS), TYCO HAS NO OBLIGATION TO, AND WILL NOT, RESPOND TO ANY ALARM SIGNAL RECEIVED AT THE TYCO CMC FROM CUSTOMER'S PREMISES DURING SUCH FAMILIARIZATION PERIOD. CUSTOMER ALSO AGREES THAT DURING SUCH PERIOD TYCO HAS NO OBLIGATION TO, AND WILL NOT, NOTIFY ANY AUTHORITIES, CUSTOMER, OR A PERSON ON CUSTOMER'S EMERGENCY CONTACT LIST, OR TAKE ANY OTHER ACTION WITH REGARD TO ANY ALARM SIGNAL TYCO RECEIVES, EVEN IF DUE TO AN ACTUAL EMERGENCY EVENT. 4. Special Equipment Requirements. If Customer requires installation or service of equipment in areas inaccessible without the use of lifts or cranes, or if non-standard conditions at the Customer site require special equipment for installation or service, Customer will provide such equipment, or will reimburse Tyco for any applicable charges or fees. 5. Training Services. Tyco provides initial training to Customer on use of the equipment installed at the time of installation. Thereafter, Customer may purchase additional training in one-hour increments at Tyco's then current rate. 6. Site Preparation, Intrusion and Restoration. Unless otherwise noted herein, Customer is responsible for providing: (a) any necessary electric current, (b) an outlet within 10 feet of an alarm control panel, (c) telephone connections, (d) network drops, and (e) any required conduit, wiremold, or other raceway, (f) any required IP address assignments, and (g) additional network software licensing. The installation of the equipment/system may necessarily require cutting, bolting or fastening into Customer's floors, walls and/or ceilings. Tyco shall not be responsible for any expenses related to intrusion, mold, fungi, bacteria, wet/dry rot, patching, floor or wall finishing, or paint, tile, carpet or wallpaper matching, restoration or replacement resulting from installation or

service of the equipment/system. 7. Battery Powered Devices. Customer understands that any battery-powered motion detectors, smoke detectors, door and window contact transmitters and other detection sensors installed/serviced under this Agreement require batteries to operate. THESE BATTERY-POWERED DETECTION SENSORS WILL NOT OPERATE, AND THE ALARM WILL NOT SOUND, IF THE BATTERY ENERGY LEVEL OR CHARGE IS LOW, OR DEPLETED. It is Customer's sole responsibility to maintain and replace any batteries. Customer shall carefully read and follow the owner's manual, instructions and warnings for all such equipment and regularly inspect the sensors for dirt and dust buildup and test the sensors weekly to help maintain continued operation.

7. Closed Circuit Television ("CCTV")/Video Equipment. Intentionally left blank – no CCTV/Video Equipment has been purchased.

8. New York City Fire System. Intentionally left blank. – covered system is not installed in NYC

D. Electronic Media; Personal Information; Consent to Call, Text or Email. 1. Electronic Media. Either party may scan, fax, email, image, or otherwise convert this Agreement into an electronic format of any type or form, now known or developed in the future. Any unaltered or unaltered copy of this Agreement produced from such an electronic format will be legally binding upon the parties and equivalent to the original for all purposes, including litigation. Tyco may rely upon Customer's assent to the terms and conditions of this Agreement, if Customer has signed this Agreement or has demonstrated its intent to be bound whether by electronic signature or otherwise. 2. Personal Information. Customer represents and warrants that Customer has obtained all consents and has the right to (a) disclose to Tyco all personal information disclosed hereunder concerning individuals/employees/other third parties including all information contained in Customer's Emergency Call List ("ECL"); (b) permit Tyco to collect (including consent to record telephone conversations with Tyco), use, disclose and transfer such personal information; and (c) expressly authorizes Tyco to use such personal information to administer the relationship and the agreement between Customer and Tyco, including, but not limited to, contacting Customer personnel at the telephone numbers and/or email addresses provided: (i) using SMS, text, prerecorded messages, or automated calling devices to deliver messages to set/confirm a service/installation appointment; and/or (ii) to provide information or offers about products and services of interest to Customer. Customer acknowledges and agrees that Tyco may share all such information with its parents, subsidiaries, affiliates and its/their successor corporations or any subcontractor or assignee, within and outside the country in which the Customer is located and thereby subject such information to the laws of such countries.

E. Limitation of Liability. 1. Tyco is not an insurer. The amounts Tyco charges Customer are not insurance premiums. Such charges are based upon the value of the Services, System and Equipment provided and are unrelated to the value of Customer's property, the property of others located in Customer's premises, or any risk of loss on Customer's premises. 2. Tyco's services, systems and equipment do not cause and cannot eliminate occurrences of the events they are intended to detect or avert. TYCO MAKES NO GUARANTY OR WARRANTY, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE, THAT THE SERVICES, SYSTEM OR EQUIPMENT SUPPLIED WILL DETECT OR AVERT SUCH EVENTS OR THE CONSEQUENCES THEREFROM. Accordingly, Tyco does not undertake any risk that Customer's person or property, or the person or property of others, may be subject to injury or loss if such an event occurs. The allocation of such risk remains with Customer, not Tyco. Insurance, if any, covering such risk shall be obtained by Customer. Tyco shall have no liability for loss, damage or injury due directly or indirectly to events, or the consequences therefrom, which the System or Services are intended to detect or avert. Customer shall look exclusively to its insurer and not to Tyco to pay Customer in the event of any such loss, damage or injury. Customer releases and waives for itself and its insurer all subrogation and other rights to recover from Tyco arising as a result of paying any claim for loss, damage or injury of Customer or another person.

3. If notwithstanding the provisions of this Section E, Tyco is found liable for loss, damage or injury under any legal theory due to a failure of the Services, System or Equipment in any respect, its liability shall be limited to a sum equal to 10% of the Annual Service Charge or \$1,000, whichever is greater, as agreed upon damages and not as a penalty, as Customer's sole remedy. This will be the sole remedy because it is impractical and extremely difficult to determine the actual damages, if any, which may result from Tyco's failure to perform any of its obligations under this Agreement. If Customer requests, Tyco may assume greater liability by attaching a Rider to this Agreement stating the extent of Tyco's additional liability and the additional charges Customer will pay for Tyco's assumption of such greater liability. However, such additional charges are not insurance premiums and Tyco is not an insurer even if it enters into such a Rider. 4. The provisions of this Section E shall apply no matter how the loss, damage or injury or other consequence occurs, even if due to Tyco's performance or nonperformance of its obligations under this Agreement or from negligence, active or otherwise, strict liability, violation of any applicable consumer protection law or any other alleged fault on the part of Tyco, its agents or employees. If any other person, including Customer's subrogating insurer, makes any claim or files any lawsuit against Tyco in any way relating to the Services, System or Equipment that are the subjects of this Agreement, then Customer shall indemnify and hold Tyco harmless from any and all such claims and lawsuits including the payment of all damages, expenses, costs and attorneys' fees.

5. No suit or action shall be brought against Tyco or its agents, employees, subsidiaries, affiliates or parents (both direct and indirect) more than one year after the incident that resulted in the loss, injury or damage occurred, or the shortest duration permitted under applicable law if such period is greater than one year. 6. The provisions of this Section E shall apply to and benefit Tyco and its agents, employees, contractors, subsidiaries, affiliates, parents (both direct and indirect), vendors and affinity marketers. If this Agreement provides for a direct connection to a municipal police or fire department or other organization, then that department or other organization may also invoke the provisions of this Section E against any claims due to any failure of such department or organization. Tyco is not responsible for the preservation of any computer programs or data and Customer is responsible for maintaining adequate back-ups.

F. Other Charges; Remedies; Termination. 1. There may be a service charge to Customer for cancelled installation/service appointments if Customer cancels less than 24-hours prior to dispatch, or if Tyco's representative is sent to the Customer's premises in response to a service call for false alarm or System malfunction caused by Customer's operation contrary to instructions, failure to close or properly secure a window, door or other protected point, or improper adjustment of monitors or accessory components. 2. Failure to pay amounts when due shall give Tyco, in addition to any other available remedies, the right to terminate this Agreement and to charge interest at the highest legal rate on delinquent amounts. Customer agrees to pay all costs, expenses and fees of Tyco's enforcement of this Agreement, including collection expenses, court costs, and attorneys' fees. Installation Charge(s) are based on Tyco performing the installation with its own personnel. If for any reason installation must be performed by outside contractors, Installation Charge(s) may be subject to revision. 3. In addition to any other remedies available to Tyco, Tyco may terminate this Agreement and discontinue any Service(s) if (a) Tyco's CMC is substantially damaged by fire or catastrophe or if Tyco is unable to obtain any connections or privileges required to transmit signals between the Customer's premises, Tyco's CMC or the Municipal Fire or Police Department or other first responder; (b) Customer fails to follow Tyco's recommendations for the repair or replacement of defective parts of the System not covered under the Warranty or QSP Service; (c) Customer's failure to follow the operating instructions provided by Tyco results in an undue number of false alarms or System malfunction; (d) in Tyco's sole opinion, the premises in which the System is installed are unsafe, unsuitable, or so modified or altered after installation as to render continuation of Service(s) impractical or impossible; (e) Tyco is unable to obtain or continue to support technologies, TeleCom Services, Communication Facilities, Equipment or component parts thereof that are discontinued, become obsolete or are otherwise not commercially available; or (f) Customer fails to make payments when due or otherwise breaches this Agreement. Tyco will not be liable for any damages or subject to any penalty as a result of any such termination.

G. Hazardous Materials. For all projects except those involving new construction, Customer represents and warrants that to the best of Customer's knowledge the work site is free of any hazardous materials. The term "hazardous materials" includes but is not limited to asbestos, asbestos-containing material, polychlorinated biphenyl ("PCB"), formaldehyde or other potentially toxic or otherwise hazardous material. If any such substance is discovered on the work site, Tyco will not be required to install or service the Equipment at such site unless and until Customer certifies the removal or safe containment of such hazardous materials. Customer shall indemnify, defend, and hold Tyco, its officers, directors, agents, and vendors harmless from any damages, claims, injuries, liabilities resulting from the exposure of Tyco's employees, contractors, or subcontractors to hazardous materials at the work site; provided, however, that the foregoing provision will not apply when it has been determined that such hazardous materials were brought to the work site by Tyco.

H. Waivers. 1. Waiver of Jury Trial. CUSTOMER AND TYCO BOTH AGREE TO WAIVE THEIR RIGHT TO A JURY TRIAL IN ANY LEGAL PROCEEDING ARISING OUT OF OR IN ANY MANNER CONNECTED WITH OR RELATED TO THIS AGREEMENT. 2. Mutual SAFETY Act Waiver. Certain of Tyco's systems and services have received Certification and/or Designation as Qualified Anti-Terrorism Technologies ("QATT") under the Support Anti-terrorism by Fostering Effective Technologies Act of 2002, 6 U.S.C. §§ 441-444 (the "SAFETY Act"). As required under 6 C.F.R. 25.5 (e), to the maximum extent permitted by law, Tyco and Customer hereby agree to waive their right to make any claims against the other for any losses, including business interruption losses, sustained by either party or their respective employees, resulting from an activity resulting from an "Act of Terrorism" as defined in 6 C.F.R. 25.2, when QATT have been deployed in defense against, response to, or recovery from such Act of Terrorism.

I. Miscellaneous. 1. Enforceability. If any of the provisions of this Agreement shall be determined to be invalid or unenforceable, the remaining provisions shall remain in full force and effect. 2. Paragraph and Section Headings; Captions; Counterparts. The headings and captions contained in this Agreement are inserted for convenience or reference only, and are not to be deemed part of or to be used in construing this Agreement. This Agreement may be executed in any number of counterparts, each of which shall be deemed to be an original, but all such separate counterparts shall together constitute but one and the same agreement. 3. FARs. Tyco supplies "commercial items" within the meaning of the Federal Acquisition Regulation (FAR), 48 CFR Parts 1-53. As to any customer order for a U.S. government contract or funded directly or indirectly with Federal funds, Tyco will comply only with the following mandatory flow-downs for commercial item subcontracts pertaining to Utilization of Small Business Concerns, Equal Opportunity, Affirmative Action, and Veterans Employment: 52.219-8; 52.222-26; 52.222-35; 52.222-36; and 52.222-37. 4. Export Control. Customer shall not export or re-export, directly or indirectly, any: (i) product or service provided under this Agreement; (ii) technical data; (iii) software; (iv) information; or (v) items acquired under this Agreement to any country for which the United States Government (or any agency thereof) requires an export license or

other approval without first obtaining any licenses, consents or permits that may be required under the applicable laws of the U.S. or other foreign jurisdictions, including the Export Administration Act and Regulations and shall incorporate in all export shipping documents the applicable destination control statements. Customer shall, at its own expense, defend, indemnify and save Tyco harmless from and against all third party claims, liability, loss or damage (including attorneys' fees and other defense costs), assessed against or suffered by Tyco as a result of an allegation or claim of noncompliance by Customer with this Section. The obligations contained in this Section shall survive the termination or expiration of this Agreement.

5. Insurance. Tyco maintains comprehensive General Liability and Automobile Liability Insurance in amounts that meet or exceed: \$1,000,000 per incident - \$2,000,000 in the aggregate and Worker's Compensation coverage as required by law. Tyco will not be required to provide a waiver of subrogation in favor of any party, nor will Tyco be required to designate any party as a statutory employer for any purposes.

6. Tyco Brand. Without exception, Tyco-branded Signage, including yard signs, window stickers and warning signs will remain the property of Tyco and may be removed by Tyco at any time. Customer's right to display Tyco-branded Signage is not transferable and ceases upon termination or expiration of this Agreement.

7. Resale. If Tyco is connecting to a previously installed existing system, to the extent the previously installed existing system is Customer's property, it shall remain Customer's property.

J. System Software; Network Connections. 1. Any software provided with the System or in connection with the Services is proprietary to Tyco and/or Tyco's supplier(s) and is licensed or sublicensed to Customer on a non-exclusive basis. Customer may not (a) disclose the Software or source code to any third parties, (b) duplicate, reproduce, or copy all or any part of the Software, or (c) use the Software on equipment other than with the designated System with which it was furnished. A separate Software License Agreement or End User License Agreement between Tyco and Customer and/or the software publisher may be required to use the software and/or obtain updates/upgrades. If the installed Equipment is to be connected to Customer's computer network ("Network"), Tyco will furnish and install the software needed to run the Equipment and will connect the Equipment to the Network according to the Network settings supplied by Customer. Installation shall not include modifications to the Network, security, or firewall settings. Customer will supply a TCP/IP Ethernet network address and central processing unit per Tyco specifications for access control system operation. Tyco shall not be responsible for the setup, operation, or maintenance of the Network or Network performance or compatibility issues. Tyco may assess additional charges, if Tyco is unable to connect to the Network or if any additional Equipment is required to facilitate connectivity between the Network and the Equipment.

2. Open Source Software. Tyco represents and warrants to the end user of the System that, to the extent the System includes any Open Source Software, the internal use and operation of the System by the end user will not create any obligation on the part of the end user under the terms of any Open Source License (i) to make any source code or object code available to third parties, or (ii) to license, disclose or otherwise make available to third parties any proprietary software, data or other information, or any associated intellectual property. As used herein, the term "Open Source Software" means any software, program, module, code, library, database, driver or similar component (or portion thereof) that is royalty free, proprietary software, the use of which requires any contractual obligations by the user such as, without limitation, that software that is subject to, distributed, transmitted, licensed or otherwise made available under any of the following licenses: GNU General Public License, GNU Library or "Lesser" Public License, Berkeley Software Distribution (BSD) license (including Free BSD and BSD-style licenses), MIT license, Mozilla Public License, IBM Public License, Apache Software License, Artistic license (e.g., PERL), Sun Industry Standards Source License, Sun Community Source License (SCSL), Intel Open Source License, Apple Public Source License, or any substantially similar license, or any license that has been approved by the Open Source Initiative, Free Software Foundation or similar group (collectively, "Open Source Licenses").

K. Force Majeure. TYCO ASSUMES NO LIABILITY FOR DELAYS IN INSTALLATION OF THE SYSTEM OR ANY EQUIPMENT OR FOR THE CONSEQUENCES THEREFROM, HOWEVER CAUSED, OR FOR INTERRUPTIONS OF SERVICE OR FOR THE CONSEQUENCES THEREFROM DUE TO STRIKES, RIOTS, FLOODS, TERRORISM, ACTS OF GOD, ACTS OF WAR, OR ANY CAUSES BEYOND THE CONTROL OF TYCO. TYCO WILL NOT BE REQUIRED TO SUPPLY SERVICE TO CUSTOMER WHILE INTERRUPTION OF SERVICE DUE TO ANY SUCH CAUSE CONTINUES. IN NO EVENT WILL TYCO BE LIABLE FOR LOSS OF SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES.

L. Assignment. This Agreement is not assignable by the Customer except upon written consent of Tyco first being obtained. Tyco shall have the right to assign this Agreement or to subcontract any of its obligations under this Agreement without notice to Customer.

M. Tyco License Information: AL 2014/15-1498,1499,1500,1501,1502,1542,594,595 The Security Industry is governed by the rules and regulations of the Alabama Electronic Security Board of Licensure. If you would like information on these rules and regulations or would like to register a complaint you can contact the Board at: AESBL 7956 Vaughn Rd., Montgomery 36116, (334) 264-9388 Fax: 334-264-9332 AK 38381, 5430 Fairbanks Street, Suite 8 Anchorage, AK 99507 AR 0030740116, 003587, Regulated by Arkansas Bd. of Private Investigators & Private Security Agencies, #1 State Police Plaza Dr., Little Rock 72209, (501) 618-8600 AZ ROC281489 CA ACO7207, 977249; alarm company operators are licensed and regulated by the Bureau of Security & Investigative Services, Dept. of Consumer Affairs, Sacramento, CA 95814 DC ECS1327 FL EF20000413, EF20000890, EF20000341, EF0000478 GA LVA002833, LVA205386, LVA204776, LVA205526, LVU001160, LVU004635 HI CT-32427 IL 127001526 MA 45-C MI 3601206461, 5103373, 6060 Torrey Rd. Suite F Flint, MI 48504; MN TS651063 MS 15024088 NC 846-CSA, 4901 Glenwood Ave., Suite 200, Raleigh, NC 27612, (919) 788-5320 NM 375283 NV 0077542 NY 12000305846, Licensed by NYS Dept. of State OH E16782, 50-18-1052, 50-25-1050, 50-29-0003, 50-48-1032, 50-57-1119, 53-31-1582 OK 67 OR CLE322, 197010; PA Pennsylvania Home Improvement Contractor Registration Number; PA010083 RI 18004, TSC2726, AF-09170 TN C-1704,-1705,-1706,-1707,-1708,-1709,-1710,-1711 TX B00536, 4200 Buckingham Road Ste 150, Ft. Worth, TX 76115 - Dept of Public Safety, Private Security 5805 N. Lamar Blvd, Austin 78752 UT 8390557-6501 VA 11-7587, 11-7580, 11-7575, 11-7591, 11-7589, 11-7578, 2705147765A WA TYCOIS886OO,11824 N Creek Pkwy, #105, Bothell, WA 98011 WV 050291. Mississippi: MS 15024088

The foregoing list shows only those license numbers Tyco Integrated Security LLC ("TycoIS") is required by law to include on marketing materials. A comprehensive list of licenses held by TycoIS is available on www.tycois.com (Legal). California Customers Only: Upon completion of the installation of the alarm system, the alarm company shall thoroughly instruct the purchaser in the proper use of the alarm system. Failure by the licensee, without legal excuse, to substantially commence work within 20 days from the approximate date specified in the agreement when the work will begin is a violation of the Alarm Company Act.

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COMMERCIAL SALES AGREEMENT

TOWN NO.
0408-ATLANTA
SOUTH

CUSTOMER NO.

JOB NO.

PO NO.

ESTIMATE NO.
1-2JHTQ3M

ADDITIONAL TERMS AND CONDITIONS

DATE: 8/11/2016

Tyco Integrated Security LLC ("Tyco")

Emmett McCord
3980 Dekalb Technology Parkway,
Doraville, GA 30340-2786
Tele. No. (561) 939-3162

Destiny Achievers Academy BA

d/b/a:
("Customer")
Customer Billing Information
3595 Linecrest Rd,
Ellenwood, GA 30294
Attn:
Tele. No.

Customer Premises Served

3595 Linecrest Rd,
Ellenwood, GA 30294
Attn: Shirley Stevenson
Tele. No. (404) 328-0898

Notwithstanding anything in the Agreement to the contrary, Tyco and Customer agree as follows:

All other terms and conditions of the Agreement, except those expressly modified herein, shall remain in full force and effect.

TYCO INTEGRATED SECURITY LLC

Presented by: _____
(Signature of Tyco Sales Representative)

Sales Agent: Emmett McCord
Sales Representative Registration Number (if applicable): _____

CUSTOMER: Destiny Achievers Academy
Accepted By: [Signature]
(Signature of Customer's Authorized Representative)
DR. Kelvin Griffin
(Name Printed)
Title: Principal
Date Signed: 8/17/2016

 **DESTINY ACHIEVERS**
ACADEMY OF EXCELLENCE
• Home of the Eagles •

Mr. Will Dixon, *Board Chair*
Dr. Kelvin L. Griffin, *Principal* Dr. Kalisha Sackey, *Assistant Principal*

Beret Kline,
T-Mobile,
Program Manager,
Corporate Social Responsibility
12920 SE 38th Street
Bellevue, WA 98006

11th July 2017

Dear Ms. Kline,

Thank you for your generous donation of \$5,000 to Destiny Achievers Academy of Excellence on behalf of the T-Mobile Foundation Grant. Per your request, I am submitting our school's bank name, account number and routing number in order to finalize the grant process. Please find the information below:

Bank Name: BB&T

Bank Account No.: 5246896013

Routing No.: 061113415

Yours sincerely,



Dr. Kelvin L. Griffin
Principal

Royal Treatment Health Systems, LLC



MEMORANDUM OF UNDERSTANDING (MOU)

Between

**Royal Treatment Health Systems, LLC aka "RTHS" and Destiny Achievers Academy of Excellence
aka "DAAOE"**

**For the Provision of Quality Comprehensive Mental Health Services to Students Dealing with
Emotional, Social and Adjustment Problems.**

This Memorandum of Understanding (MOU) is entered into on this **9th** day of **March, 2016**, by and between **Royal Treatment Health Systems, LLC, (RTHS)** with a principal address of **2450 Lawrenceville Highway Ste#101 Decatur, GA 30035**, a strength based and family oriented program offering exceptional behavior modification solutions to increase our youths ability to engage in activities in their daily living as well as assisting them with the various troubles they may be faced with in today's evolving society and **Destiny Achievers Academy of Excellence, (DAAOE)** located at **3595 Linecrest Road Ellenwood, GA 30294** a **Dekalb County School District** for the provision of on-site school-based mental health services on and subject to the terms and conditions listed herein below.

SECTION I BACKGROUND, PURPOSE AND OBJECTIVES

1.1 Background and Mission.

Students perform better when they are provided the necessary tools to develop and maintain coping skills that facilitate adjustment and integration within their learning environments and community. Students, Families and Staff are empowered to make decisions about their care with the expected outcome of an increased quality of life. Thousands of school age children in Georgia have limited access to comprehensive mental health services because of financial, geographical and other barriers to care. School-based Mental Health Centers can improve access to behavioral/mental health care for underserved children and youth. School-based Mental Health Centers bring the comprehensive mental health services to the schools so students avoid emotional related absences and get support to succeed in the classroom.

1.2 Objectives.

- To facilitate learning and improved school attendance;
- To educate and promote good physical and mental health;
- To support our youth, their family, teachers and the community a wide range of services that will empower them to live a more abundant life.
- To promote healthy learning by providing school-based mental health care and education to underserved youth.

Royal Treatment Health Systems, LLC



1.3 Purpose of this Memorandum of Understanding.

This MOU is to serve as the operating agreement between the parties for the purpose of providing and coordinating comprehensive mental health care services to students of Destiny Achievers Academy of Excellence (DAAOE) through a School-Based Mental Health Center (“RTHS”) and health educational activities.

SECTION II

GENERAL OBLIGATIONS

2.1 General Obligations:

A. (DAAOE) Obligations: DAAOE agrees to provide the following at no cost to RTHS for establishment and operation of a SBMHC at **Destiny Achievers Academy of Excellence**:

- (I) One non-instructional room at **Destiny Achievers Academy of Excellence** with access thereto, as such space currently exists without renovation by DAAOE.
- (II) All utilities for the space occupied by RTHS.
- (III) Routine maintenance and repairs (e.g. light bulbs, ceiling tiles).
- (IV) Custodial Services, removal of trash and non-hazardous waste.
- (V) Internal Telephone line (for contact between RTHS and front office of school).
- (VI) Inclusion of RTHS’s informational, disclosure, consent and referral forms in the school enrollment packages distributed by DAAOE to parents/legal guardians of students attending or enrolling in **Destiny Achievers Academy of Excellence**; and distribution of said documents on other such dates as reasonably necessary to inform parents/legal guardians of the availability of services at the school-based mental health center.

B. (RTHS) Obligations: On and subject to the terms and conditions contained herein, RTHS agrees to and shall provide the following at no cost to DAAOE:

- (I) Establish and operate a SBMHC at **Destiny Achievers Academy of Excellence** in compliance with all applicable Federal, State and Local laws.
- (II) Comprehensive School-Based Mental Health Counseling Services as defined herein below in compliance with all applicable Federal, State and Local laws and DAAOE policies.
- (III) Mental Health Care Information and Supplies for use in the SBMHC.
- (IV) Proper maintenance and disposal of hazardous waste
- (V) At least one direct phone line for the SBMHC.
- (VI) All office and computer equipment used in the operation of the SBMHC; and maintenance of same.
- (VII) Appropriate staffing for SBMHC (with training and licensing as warranted)
- (VIII) Monthly Reports submitted to faculty which includes Principal, teacher etc.
- (IX) All invoicing, billing and client insurance processing for service rendered at the SBMHC.
- (X) Monthly Visits from RTHS’s Clinical Director.

Royal Treatment Health Systems, LLC



(XI) Screening and intake assessments, Individual therapy, psychosocial education, comprehensive individual and family counseling as well as support, crisis intervention, progress reviews and individual plan reformulation, psychiatric testing and treatment, positive coping skills, positive peer interaction skills, behavior management, wrap around services, anger management, conflict resolution, psychological testing, community linkages and resource management. In addition, **RTHS** will provide groups; specializing in substance abuse.

(XII) **RTHS** shall be solely responsible for all costs associated with the operation of the SBMHC, including, but not limited to, costs of personnel, travel, telephone, supplies and materials utilized in the SBMHC

(XIII) **RTHS** will have and will retain complete responsibility over the operation of the SBMHC at **Destiny Achievers Academy of Excellence**.

SECTION III

SERVICES, ACCESS AND CONSENTS

3.1 RTHS Services: Throughout the Term of this MOU, **RTHS** will provide the following mental health services (the "Services") at the SBMHC for Enrollees at no cost to **DAAOE**. All services furnished shall comply with all applicable Federal, State and local laws, codes and regulations, including but not limited to all **DAAOE** policies, procedures, operating guidelines, and/or regulations.

For purposes of this MOU, "**Students**" shall mean: *Any student of **Destiny Achievers Academy of Excellence** who enrolls with parental consent, from 5 years to age 18 years who enroll with parental consent or who have provided their own consent if 18 years of older, and staff of **Destiny Achievers Academy of Excellence** (i.e. those students attending **Destiny Achievers Academy of Excellence** who have obtained parental consent or who have provided their own consent if 18 years of age or older, and consenting staff of **Destiny Achievers Academy of Excellence**.*

A. Core Services:

- (I) Crisis Response and Intervention.
- (II) Diagnostic Assessment & Treatment Planning.
- (III) Psychological Testing
- (IV) Community Support-Individual
- (V) Family Counseling & Therapy
- (VI) Family Skills Training & Development
- (VII) Group Counseling & Therapy
- (VIII) Individual Counseling
- (IX) Nursing Assessment and Health Services
- (X) Psychiatric Diagnostic Evaluation
- (XI) Medication Management and Administration

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B. Intensive Family Intervention (IFI Services):

- (I) Intended to stabilize student in crisis and to prevent placement outside the home
- (II) Students identified as having serious emotional disturbance or substance abuse disorder (Axis I diagnosis) and meet one or more of the following criteria:
- (III) Immediate risk of intervention from legal system or currently involved with DJJ.
- (IV) Substantial risk to harm self or others.
- (V) Family has limited skills or insufficient resources to cope with the child's behavior.
- (VI) The student has received traditional outpatient services and additional support is needed or the behavioral health problems are unmanageable in the outpatient setting.

C. Fee For Service (FFS):

- (I) Students with no insurance.
- (II) Undocumented Students.
- (III) Assist families with the process of applying for insurance.

C. Mental Health Care Services:

- (I) Health Maintenance (well care, immunizations);
- (II) Biopsychosocial Assessments;
- (III) Mental Health screening and assessment;
- (IV) Health & Wellness Education;
- (V) Mental Health and Substance Abuse Intervention; and
- (VI) Referrals for other services not available at the SBHC. When providing services by referral, the SBMHC will offer as many options as possible. If services are provided by referral, financial, geographical, and other barriers should be minimized.

D. Mental Health. RTHS will address the mental health needs of Students, either on-site at the SBMHC or by referral. The range of on-site mental health services to be offered will be determined by student/family needs and the availability of school and community resources.

On-site SBMHC services will include mental health care in both individual and group settings, including assessment, treatment, referral, and crisis intervention. On-site services will include:

- (I) Primary prevention;
- (II) Individual mental health assessment, treatment, and follow-up;
- (III) Crisis intervention;
- (IV) Short and long-term counseling; and
- (V) Linkage with community counseling.

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The following services will be made available by referral;

- (I) group and family counseling; and
- (II) psychiatric evaluation and treatment.
- (III) psychological testing
- (IV) Substance Abuse Treatment

E. Support Services:

- (I) Mental health counseling;
- (II) Drug and alcohol awareness;
- (III) Smoking cessation;
- (IV) Nutritional counseling;
- (V) Support for eating disorders;
- (VI) Parent education;
- (VII) Peer education;
- (VIII) Peer counseling;
- (IX) Health education;
- (X) System of Care outreach;
- (XI) Cultural diversity awareness; and
- (XII) Physical activity and exercise awareness.

F. Reporting, Surveys, Outcome Measurements and Additional Services/Requirements.

RTHS will also:

- (I) Produce quarterly reports on educational outcome goals established by **DAAOE**;
- (II) Have periodic surveys completed to evaluate the SBMHC program and student needs;
- (III) Link students in need of mental health services with available community Resources.
- (IV) Comply with all federal and state laws prohibiting discrimination;
- (V) Comply with standards set forth in Title II of the Americans with Disabilities Act.
- (VI) Follow **DAAOE** policies and procedures, as applicable; and
- (VII) Provide a **written list of staff and personnel working in the school programs to DAAOE**. The list will include name, position, address, phone number and email address. This list will be periodically updated by **RTHS** such that a current roster is on file with **DAAOE**.

3.2 Access.

The SBMHC will be open and staffed by during all normal school hours, pursuant to the **DAAOE** school calendar, for a minimum of thirty (30) hours a week. The SBMHC will arrange for Students to receive mental health services during non-school hours and vacation periods and ensure the continuity of care for students referred to other providers. The SBMHC will not turn any student away because of insurance status. If a student does not have insurance, **RTHS** will assist the family in obtaining the proper coverage or be referred to another provider who accepts the insurance if **RTHS** cannot retain the referral. The SBMHC will establish a sliding fee schedule as dictated by the Federal Poverty Guidelines in accordance to U.S. Department of

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Health and Human Services (“HRSA”) governance. In keeping with Federal governance a sliding fee discount program that meets program requirements allows individuals and families who are uninsured or underinsured to receive services for a fee that is adjusted based on their ability to pay and assures equitable charges for services are applied across all health center patients. No Student will be denied access to service due to inability to pay.

3.3 Disclosure, Enrollment and Parental Consent.

A. Disclosure: **RTHS**, at its cost, will make written information about the SBMHC services available to **DAAOE** and the parents/legal guardians of students attending **Destiny Achievers Academy of Excellence**, including without limitation:

(I) The scope of services offered, including the ability of the SBMHC to serve as the designated primary care provider or to provide services in collaboration with the Student’s primary care provider;

(II) Information on how Students can access insurance coverage when **Destiny Achievers Academy of Excellence** is closed.

(III) The disclosure information will clearly state the SBMHC is independently owned and operated by **RTHS**; is separate and distinct from **DAAOE**; and that **RTHS** is solely responsible for the services provided at the SBMHC.

B. Consents: **RTHS** agrees to and shall procure all required consents in advance of providing mental health services at the SBMHC, unless otherwise allowed under Georgia law. Each Student must have a properly executed consent form signed by the Student’s parent or legal guardian on record with **RTHS** (or by the Student if he/she is over the age of 18 years) before the Student may receive services at the SBMHC. **RTHS** must make consent forms available to all current and incoming students of **Destiny Achievers Academy of Excellence** and obtain the informed written consent of the parent or legal guardian. If the Student receiving services is 18 years of age or older or is otherwise qualified to give consent under applicable law, and is competent to give such consent, such consent will be obtained. **RTHS** will be solely responsible for procuring all required consents. At a minimum, the referral forms should request the following information:

- Student’s name.
- Parent’s Phone Number (i.e. cell phone, work etc.)
- Address for Student.
- Date of birth of Student.
- Parent/guardian name.
- Student’s social security number.
- Student’s health care coverage (if any) including the name of the managed care plan Insurance and/or Medicaid identification number (if applicable).
- Student’s primary care provider name and address, or designation of the SBMHC/back up facility as the primary care provider.
- Medical release authorization.
- Written Authorization for **RTHS** to verify school enrollment status of student Attending **Destiny Achievers Academy of Excellence**.

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C. Communication

(i) Upon enrollment, the SBMHC shall initiate a written communication process with the student's designated primary care provider if an outside entity is being requested.

(ii) The SBMHC will also communicate with parents and legal guardians of student's. SBMHC providers should make every effort to be family centered and to involve the Student's family, as age appropriate and within the guidelines of adolescent confidentiality, and with consent as necessary, in regard to the care of the student. Whenever possible and within the guidelines of adolescent confidentiality, parents/legal guardians should receive prior notification of any services to be provided to Student's and should be given the option of joining the Student during the provision of the services. As appropriate, parents/legal guardians should also receive notification after services are provided, informing them of the outcome of the SBMHC visit.

SECTION IV

4.1 Staffing of the SBMHC by RTHS: RTHS will provide, at its sole cost, all staffing for the SBMHC including without limitation the following:

Therapist: 1.00 FTE

Paraprofessional 1.00 FTE

Assessor: 1.00 PTE

Executive Program Analyst: Delandus Lightfoot aka "Ms. Dee"

All professional staff at the SBMHC must be finger printed by the GBI certified, in Georgia and accredited by an appropriate national certification association or board. All core SBMHC staff, must be trained in Essential Learning, Child Abuse Mandated Reporting Requirements, Infection Control, Emergency Care, including CPR/First Aid, CPI, The SBMHC must ensure appropriate staffing is present during all normal school hours. This may include counselors, assistant principal, teachers, registrar etc.

4.2 Independent Status. RTHS is and shall remain solely responsible for the supervision of the SBMHC staff; for the payment of wages, benefits and employment related taxes for the staff provided including any unemployment compensation fund payments and workers compensation insurance. RTHS agrees that DAAOE is not responsible for the payment of any salaries, taxes, benefits or other costs associated with the employment of RTHS's employees, contractors or personnel under this MOU. DAAOE is not responsible or liable for the hiring, termination, or discipline of SBMHC staff. If there are allegations of misconduct involving one or more of RTHS's employees/contractors connected to any services under this MOU, DAAOE reserves the right to require the RTHS to remove promptly said personnel from DAAOE' premises pending the resolution of the misconduct allegation. RTHS agrees to promptly comply with any such request from DAAOE and to cooperate in any investigation with DAAOE. The failure to cooperate with DAAOE may result in the termination of the MOU or non-renewal, which will be determined by DAAOE' sole discretion.

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4.2 Criminal Background Checks: RTHS shall ensure that all persons utilized to perform services at the SBMHC, shall undergo a criminal history background check, and be deemed eligible to perform services, as determined by the GBI. This shall be done prior to the employee starting work at the SBMHC. RTHS shall coordinate the criminal history background checks with Cogent prior to the employee/contractor starting. DBHDD shall determine if the RTHS's employee/contractor is eligible/ineligible to perform services for onsite at the SBMHC. RTHS shall not utilize the services of any person at the SBMHC who does not pass the criminal history background check, as determined by DBHDD. DAAOE has the right to request documentation of the person(s) that the RTHS has hired to perform the services in this MOU and RTHS shall provide the foregoing documentation within thirty (30) business days of the request.

All RTHS employees/contractors deemed eligible by DBHDD to perform services for the SBMHC shall be issued a yellow and white badge bearing the words "RTHS Employee". The badge shall be issued to the eligible employee/contractor by RTHS. RTHS's employees/contractors shall not report to any DAAOE school or facility at anytime to perform services without the badge. If so, the employee/contractor shall not be allowed to enter the building to perform services. Badges shall be worn at all times when on DAAOE property. Upon termination of a RTHS's employee/contractor, RTHS shall immediately retrieve the badge from the ex employee/contractor, notify the principal, Dr. Kelvin Griffin of Destiny Achievers Academy of Excellence of the termination, and turn in the badge to the Principal or his/her designee.

DAAOE reserves the right to request that RTHS not permit any RTHS employee/contractor to be on the property of the DeKalb County School District if said person is under investigation of any wrongdoing. RTHS agrees to comply with any request from the DeKalb County School District to remove such person from DAAOE property within twenty-four (24) hours of the request. RTHS agrees to cooperate with the DeKalb County School District to the fullest extent practicable in any investigation of any actual or alleged misconduct of any RTHS employee or contractor in connection with any activity arising out of this MOU including allowing access to interviews of RTHS's employees or any documents related to the misconduct. RTHS agrees to inform the DAAOE within twenty-four (24) hours that any of its employees providing services under this MOU who have been arrested, convicted or sued (provided service of summons and complaint) regarding any allegation of the performance of their professional duties. Failure to comply with any of the foregoing requests will result in the vendor being determined to amaterial default by RTHS under this MOU.

SECTION V

CONFIDENTIALITY, EXCHANGE OF STUDENT INFORMATION AND PRIVACY CONSIDERATIONS

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5.1 Confidentiality. RTHS shall ensure that all services rendered at the SBMHC to students of **Destiny Achievers Academy of Excellence** shall be confidential in nature and any records generated as a result of any services being rendered shall be confidential and not disclosed without prior written authorization, except as otherwise required by State and Federal law. RTHS shall maintain adequate records for students who receive services at the SBMHC and comply with all applicable standards and procedures for maintaining medical records. The records, subject to all applicable privacy and confidentiality requirements, shall be kept in a locked, fire proof file.

5.2 Federal and State Regulatory Matters.

A. HIPAA. The Health Insurance Portability and Accountability Act (HIPAA) and regulations under the Georgia law provide for the management and protection of personal health information in medical records kept by school-based Mental Health Centers. RTHS is a HIPAA covered entity. RTHS will not use or disclose Student's personal mental health information in a manner that would violate the requirements of the **HIPAA privacy rule or Georgia law**. The parties agree that personal health information in medical records maintained by RTHS or the SBMHC will not be released to school personnel without the required written consent by the Student, parent or legal guardian, as applicable. RTHS will obtain all required consents necessary to release personal health information to **DAAOE** before releasing such information to **DAAOE**.

B. FERPA. The Family Educational Rights and Privacy Act (FERPA) guides management and protection of personal information in education records maintained by **DAAOE** and school nurses. Such information shall not be released by **DAAOE** to RTHS unless **DAAOE** receives all written consents required by FERPA to release said information

SECTION VI

COOPERATION AND COLLABORATION

6.1 Destiny Achievers Academy of Excellence Student Health Services. The parties acknowledge and agree this MOU is not intended to, and does not, alter or change the services currently by **DAAOE Student Health Services** at **Destiny Achievers Academy of Excellence**, and **FHA Student Health Services** shall continue to render its services in accordance with **DAAOE**' policies and procedures. **DAAOE Student Health Services** may, however, refer a student of **DAAOE Academy** who is also a Student, to the SBMHC for services if **DAAOE Student Health Services** deems the referral appropriate or necessary.

6.2. Management of Emergencies. The parties agree that: The school nurse is the primary provider of first aid and routine medications to students of **Destiny Achievers Academy of Excellence**, and is among the first line of responders to other school emergencies. If the school nurse is not available in an urgent or emergent situation, other appropriate school personnel will respond to the situation. SBMHC providers will follow **RTHS's** direction and procedures

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regarding their involvement in responses to urgent or emergent situations. RTHS's policies and procedures shall be fully communicated to the school nurse and principal of **Destiny Achievers Academy of Excellence** so that these can be taken into account in emergency response planning.

6.3 Outreach, Enrollment, Screening and Health Education Campaigns. DAAOE and RTHS will collaborate on educational and healthcare outreach, which shall include but are not limited to:

- Communication to students and their families about accessible mental health services;
- Education on the availability and benefit of mental health screenings (example: anger management, substance abuse, individual counseling, etc.);
- Nutrition Education;
- Classroom or school-wide presentations that educate students on healthy living practices; and
- Mental Health campaigns to educate on adolescent risk-taking and mental health issues (examples: campaigns focusing on exercise, smoking cessation or weight Management, medication management).

6.4 Advisory Committee. RTHS and DAAOE will form an advisory committee to review the objectives and outcomes of the SBMHC program. The committee will meet a minimum of four times per year. Advisory committee members will include, without limitation, representatives of RTHS staff, Principal of **Destiny Achievers Academy of Excellence**, Coordinator for **Destiny Achievers Academy of Excellence Student Health Services & Cluster Nurse**, parent or teacher representative for **Destiny Achievers Academy of Excellence** and area Superintendent.

SECTION VII

TERM

7.1 Initial Term. The Initial Term shall begin the date hereof and continue through **December 31, 2016**. If the term set forth under the MOU is extended, then the Initial Term will be automatically extended without further action by the parties, except that RTHS shall provide DAAOE evidence of the extended term, in form satisfactory to DAAOE.

7.2 Termination. Either party may terminate this MOU with sixty (60) days advance written notice to the other party. Either party may terminate this MOU upon the default of the other party, provided however, that if the default is curable, then the non-defaulting party shall issue notice of default to the other party and the receiving party shall have ten (10) business days to cure the default. If the default is cured within said ten day period, to the reasonable satisfaction of the non-defaulting party, then this MOU shall not be terminated.

SECTION VIII

INDEMNIFICATION AND INSURANCE

8.1 Indemnification by RTHS. RTHS agrees to indemnify and defend DAAOE against and

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hold DAAOE harmless from any liability, loss, damage, cost or expense (including attorney fees) based upon any claim, demand, suit or action by any person or entity with respect to any personal injury (including death) or property damages, from any cause whatsoever with respect to RTHS or the Premises, except for liability resulting from the willful acts or gross negligence of DAAOE, its employees or agents, to the fullest extent permitted by law. RTHS shall indemnify and hold DAAOE harmless from any and all claims, suits, actions, damages, liability and expenses including attorney fees in connection with (a) claims, demands, or lawsuits that arise with respect to Services rendered at the SBMHC; (b) loss of life, bodily or personal injury or property damage, including loss of use thereof, directly or indirectly caused by, resulting from, arising out of, or occurring in connection with RTHS's performance of Services or obligations under this MOU which is the result of the RTHS's action(s) or inaction(s), or which are the result of any employee's, contractor's or subcontractor's action(s) or inaction(s) who is hired or retained by RTHS. RTHS's obligation shall not be limited by, or in any way to, any insurance coverage or by any provision in or exclusion of omission from any policy of insurance.

8.2 Insurance. Throughout the term of this MOU, RTHS shall obtain and maintain full force the following minimum insurance:

- A. Worker's Compensation Insurance in compliance with the applicable Worker's Compensation Act(s) of the state(s) wherein the work is to be performed or where jurisdiction could apply in amounts required by statutes.
- B. Employer's Liability Insurance. Employer's Liability Insurance with limits of liability of not less than \$1,000,000 for each accident/disease.
- C. General Liability Insurance. General Liability Insurance, including contractual liability, insurance, product and completed operations, Personal and advertising injury, and any other type of liability for which this Contract applies with limits of liability of not less than \$1,000,000 each occurrence / \$3,000,000 annual aggregate for bodily injury and property damage. General Liability Insurance must be written on an "occurrence" form.
- D. Umbrella Insurance. Umbrella Insurance with limits of liability excess of Employer's Liability Insurance in the amount of not less than 1 Million / claim / 3 Million aggregate.
- E. Business Automobile Liability Insurance. RTHS shall procure and maintain Automobile Liability Insurance in an amount not less than \$1,000,000.00 combined single limit for bodily injury and property damage. The following extensions of coverage shall be provided and indicated on the certificate of insurance: (1) Business Automobile Liability Form and (2) Owned, Hired, Leased and non-owned vehicles to be covered. If the RTHS does not own any vehicles in the corporate name, non-owned vehicles coverage shall apply and must be endorsed on either the RTHS personal automobile policy or the Commercial General Liability coverage required under this contract.
- F. Professional Errors and Omissions Insurance- (For Professional Services). Professional Errors and Omissions Insurance with limits of liability of not less than \$3,000,000 each claim / annual aggregate. Such policy shall also include coverage for losses arising from the breach of information security or cyber liability (including Technology Errors & Omissions, Security and Privacy Liability and Media Liability), whether combined with the Professional Liability policy or placed as a separate policy, but carrying the same limits of liability. Such coverage shall insure damage caused by error, omission or negligent acts, including all prior acts without limitation, related to the professional services to be provided under this Contract. The policy shall be amended to include independent contractors providing professional services on behalf of

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or at the direction of **RTHS**. The definition of Contractual Liability shall be amended to state that liability under a contract of professional services is covered. Further, coverage shall be afforded for fraudulent acts, misappropriation of trade secrets, internet professional services, computer attacks, personal injury, regulatory actions, known wrongful acts, contractual liability, privacy policy, and insured versus insured. **RTHS** shall ensure that coverage under this policy continues for a period of twenty-four months after completion of the Services. The obligations and it is understood that insurance in no way limits liability of **RTHS** or limits the liability of **RTHS** whether or not same is covered by insurance.

8.3 Evidence of Insurance. **DAAOE**, its Board, and employees shall be named as additional insured for all insurance policies (excluding Workers Compensation) required in this MOU, including, but not limited to, the Comprehensive General Liability Coverage not excluding sexual harassment or molestation. **RTHS** shall obtain a waiver of subrogation on its Workers' Compensation Liability and Property insurance policies in favor of **DAAOE**.

An approved certificate of insurance evidencing the acquired insurance and the additional insureds shall be provided to **DAAOE** prior to the commencement of services by **RTHS** under this Agreement. The required insurance shall be cancelable, non-renewable, reduced or materially changed without at least sixty (60) days written notice to **DAAOE**. Failure to request or obtain evidence of insurance shall not be construed as a waiver of **RTHS**'s obligation to provide the required insurance. **RTHS** shall also provide to **DAAOE** a copy of the Additional Insured Endorsements, Waiver of Subrogation Endorsement and Endorsement requiring carrier notice to **DAAOE** if insurance is cancelable, non-renewed, reduced or materially changed.

8.4 Adequate Insurance. **RTHS** will maintain insurance as deemed necessary by federal, state and local guidelines as deemed through FQHC designated statute and in accordance with agency policies and procedures that are board approved and HRSA sanctioned. **RTHS** will furnish on request reasonable evidence of insurance. If during the Contract, changed conditions or other pertinent factors should in the reasonable judgment of **DAAOE** render this insurance inadequate, **RTHS** will furnish or request such additional coverage as may reasonably be required and available under the circumstances. The limits of the coverage as agreed upon by the Parties shall not be construed as a limit on **RTHS**'s potential liability to **DAAOE**.

8.5 DAAOE Insurance. **DAAOE** shall maintain in full force property insurance on **DAAOE** property.

SECTION IX

MISCELLANEOUS

9.1 Severability. All rights and remedies conferred under this Agreement or by any other instrument or law shall be cumulative, and may be exercised singularly or concurrently. Failure by **RTHS** to enforce any provision of this Agreement shall not be deemed a waiver of future enforcement of that or any provision. In the event that any portion of this Agreement shall be held to be unenforceable, the remaining portions of this Agreement shall remain in force an effect.

9.2 Notices. All notices required under this Agreement shall be in writing and shall be deemed to have been given on the next day by fax or other electronic means or upon personal deliver, or in the (10) days upon delivery in the mail, first class, with postage prepaid. Notices shall be sent to the addresses indicated below unless written notification of change of address shall have been given.

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If to **DEKALB COUNTY SCHOOLS** to:

Principal
DeKalb County Schools
Dr. Kelvin Griffin
3595 Linecrest Road
Ellenwood, GA 30294

If to **ROYAL TREATMENT HEALTH SYSTEMS, LLC** to:

Chief Executive Officer
Royal Treatment Health Systems, LLC
Mr. Garyke Hart
2450 Lawrenceville Highway Ste#101
Decatur, GA 30033

9.3 Waiver of Breach. Except as otherwise provided herein, this Agreement shall not be amended or modified, nor shall any waiver of any right hereunder be effective, unless set forth in a document executed by both parties.

9.4 Binding Agreement. This Agreement shall bind and inure to the benefit of the parties hereto and their successors and assigns.

9.5 Conformance. The parties agree to amend the Agreement, as appropriate, to conform to any new or revised legislation, rules and regulations to which is subject now or in the future including, without limitation, the Privacy Standards, Security Standards, or Transactions Standards (collectively "Laws"). If within ninety (90) days of either party first providing written notice to the other of the need to amend the Agreement to comply with Laws, the parties, acting in good faith, are i) unable to mutually agree upon and make amendments or alterations to the agreement to meet the requirements in question, or ii) alternatively, the parties determine in good faith that amendments or alterations to the requirements are not feasible, then either party may terminate the Agreement upon thirty (30) days prior written notice.

9.6 Amendments. Amendments to the memorandum must be made in writing and signed by the legally authorized representatives of the parties hereto.

9.7 Periodic Review and Revision. Periodic Reviews of this agreement necessitated by changes and extensions of those underlying terms may result in changes to this agreement. These will be mutually agreed upon by both parties and executed by an addendum.

[Signature page follows]



When you need support for your website.

To find a Webmaster for your business you have to consider cost, quality, and availability. Hire a Webmaster that is cheap but is not experienced enough will do more harm than good for your business. Someone with years of experience that your business will truly benefit from will not come cheap.

With a website management services agreement with Now What? Studio, our team will work as an extension for your internal team.

Here is how our expertise and skill set will help you.

When you need your website in order:

- update pages
- change content to keep your website up to date
- display current events and promotions
- fix and upgrade website security
- provide and manage the hosting of your website
- integrate social links and feeds into your website
- create a new form
- create a banner with current promotion
- update tags to assure search engine friendliness
- any change you can think of on your website

We Are There For You

When you need someone to bounce off ideas about marketing your website:

- Google Adwords, Yahoo, Bing search marketing advice
- Create or manage Google + profile for your business
- Local advertising opportunities
- Want to know if you should advertise on various online sites? We have 10+ years experience with this
 - Social media profile spruce up (review, update, design banners for up to date special offers)

We Are There For You

What's the bottom-line

With us your site will maintain its' professional look, communicate better online, provide more opportunities to reach new students and bring in more supporters and revenue.

WEBSITE MAINTENANCE PLAN SPECIAL:

\$149/month (regularly \$199/month), with this offer you save \$50/month if you sign this agreement. It includes 5 hours each month that you can use to spend on any of the above mentioned services (and more). Last but not least you have professionals to turn to for any website related question you have. If you need additional hours worked on your website we will bill you at **\$30/hour** (vs. regular rate of \$75/hour).

You do not get locked into a long-term contract. We believe that you will see the value in our work and keep us on board for years to come because we bring a lot of value to your business.

Ready to sign up?

To start, sign below and provide the first the first months payment (\$249). We will look at your website and contact you right back to discuss what your needs are and make suggestions that we think would be useful.



Destiny Achievers Academy of Excellence

Date: 5/5/16

Kenneth T. Morris Date: 5/25/16
Now What? Studio Representative



www.kkhorhn.com
krystal@kkhorhn.com
404-698-6983

K.K. Horhn Photography - Event Photography Contract

This Photography Contract (the "Contract") is made effective as of 5/21/2017 (the "Effective Date"). This Contract is between Destiny Achievers Academy of Ex (the "Client) and Krystal Kofie Horhn, (the Photographer").

Type of Event: **Pre-Commencement**

Date of Event: **5/21/2017**

Photographer Arrival Time: **2:30pm**

Photographer Departure Time: **5pm**

Other Times/Arrangements and Services agreed on: At least 150 photos delivered to the client. Group Photo at 3pm. Final Payment will be provided 7 business days after receipt of photos.

Client 1 Name (i.e. Mom): **Destiny Achievers Academy of Excellence**
Address: **3595 Winecrest Road, Ellenwood, GA 30294**
Email: **kelvin.griffine@daaoe.org**
Phone: **404-328-0898**

Client 2 Name (if applicable, i.e. Dad):

Address:

Email:

Phone:

Additional Contact Available on the Day of Event

Name:

Mobile Number:

Amount Agreed Upon: **\$150/hr**

Booking Retainer (20%): **waived**

Event Package Details:

- A phone consultation prior to party
- Photographer arrival 15-20 minutes prior to event to capture party décor and complete a run through of the home/venue areas to be photographed
- Candid photographs of event goers as well as 2-3 portraits of the honoree
- Editing: Standard post-processing including minor blemish removal for portraits
- Online proofing gallery for 2 weeks after photos are edited; perfect for online print ordering through kkhorhn.com

Agreement

Confirmation: A signed "Contract for Event Photography Services" and payment of the booking fee are necessary to confirm the stated services from the Photographer.

Pre-Event Consultation: This normally happens at the time of booking. The Client will outline broadly what is required and the Photographer will advise on planning, logistics and timings where needed. If desired, the Client is welcome to request an additional chat closer to the time of the event (about 2 weeks) to iron out the remaining details. In any case the photographer will contact the client a few days before the event to ensure that there have been no last minute changes.

Payment: (1) The Client agrees to pay Krystal Kofie Horhn of K.K. Horhn Photography a sum of \$ 300 in consideration of the photography services to be rendered by Krystal Kofie Horhn. In consideration for this fee the Photographer will devote 2 hours to cover the event or occasion to the Client. (2) Photos will be available via www.kkhorhn.com for client proofing. (3) The Photographer will provide the client with a price sheet itemizing the cost of additional individual photo purchases.

Booking Fee/Retainer: At the time of signing the Contract, the Client shall pay a non-refundable retainer of \$ waived. The Booking Fee is 20% of the amount agreed with a maximum of \$200. The retainer will be subtracted from the total amount owed by the Client prior to the Event. A payment schedule for the remaining fee may be arranged at the request of the client, with the balance of \$ 300 due 30 days prior to the day of the Event. Final Payment of \$300 may be provided up to 7 business days after the final photos are provided to the client.

Schedule: The photographer will arrive at least 15 minutes prior to the agreed upon start time. After the event day, the photographer may provide the client with a "sneak peak" photo within a week of the event. The Photographer shall provide The Client with a proofing gallery or look-book of proofs within 14 Business Days of the event. Once viewed, the photographer will ship the client's disk of images. The client will make final print selections if the client would like. The photographer will prepare and ship print and product selections to the client within two weeks of the client making their selection.

Copyright Law: The copyright of photographs remains with the Photographer. The Photographer grants the Clients permission to make copies of the purchased images under the following conditions. The images taken by the Photographer are for personal use by the Clients and their friends and relatives and must not be altered in anyway. Sale, Publication or any Commercial use of the photographs is not allowed without prior written permission from the Photographer. The client may only use photos that have been purchased as part of the client's chosen package and as outlined in the package details section of this contract. Proofs (images taken by the photographer that may be provided for the client to preview and make final selections) are for previewing/selection purposes only. Sharing and copying proofs is not permitted.

Social Media: When sharing on social media or any other online outlets, the clients will not edit the photos in

anyway including cropping, adding filters and other adjustments. Cropping that is required to post photos on certain social media websites such as Instagram, is permitted.

Model Release: The Clients grant the Photographer and its legal representatives, heirs and assigns, the irrevocable and unlimited consent to use the photographs of the Clients for editorial, competition, advertising and any other purpose and in any manner, to alter the photographs without restriction; and to copyright the images. The Clients hereby release the Photographer and its legal representatives, heirs and assigns from all liability and claims in connection with the images.

Limit of Liability: (1) If the photographer is too ill or becomes injured and cannot supply the photography services specified above the Photographer will try to book a replacement photographer. If a replacement photographer cannot be found, liability is limited to a refund of any payments received. (2) The Photographer has working methods in place to prevent loss or damage to your images. However, there is the unlikely possibility that images may be lost, stolen or destroyed for reasons in or beyond the photographer's control. In these circumstances liability is limited to the return of fees paid for the service or part thereof according to the percentage of images supplied. (3) In the event of natural calamity that are beyond the control of man such as Hurricanes, Tornados, Floods, Blizzards or other natural disasters that prevent the safe provision of Photography services, the booking fee is non-refundable and the Photographer will refund any additional fees paid for the service. In the event of a natural calamity, the Photographer will work with the client to reschedule services for the event at an agreed upon date and time. (4) **Interference and Obstruction:** The photographer will do the best to shoot under the conditions provided. Some venues/ministers have shooting constraints that might hinder when and where the photographer can take photos, the quality of the photos and the amount of final images that the photographer can provide. The client will discuss these issues with the venue representatives prior to the date of the Event. No other photographer will be hired by the client. No other photography of any kind will be permitted during private portraits of the couple. The photographer is not liable for any decrease in quality, missed moments or reduction in number of photos as a result of venue constraints, obstruction due to guests taking their own photos during the event or individuals who may become uncooperative. (5) Any incidence of verbal or physical abuse to the photographer by client or guests may result in the photographer leaving the event at no liability to the photographer. In the case of abuse, no refund of any fees paid for services will be rendered.

Meal/Break: The Clients agree to provide a meal for the Photographer if the length of the event exceeds five hours. The photographer may also take bathroom breaks when necessary.

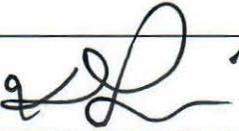
Cancellation Policy: In the event of the Client cancelling the event for whatever reason the booking fee is non-refundable. It will be considered as liquidated damages to the Photographer. A minimum of 48 hours notice will be required for cancellation of this Contract. Any cancellation made with less than 48 hours notice prior to the agreed upon service date will result in full payment by Client. If the cancellation is initiated by the Photographer, all monies paid to the Photographer from the Client shall be fully refunded, including the booking fee. Refund shall be paid out within one week of the cancellation.

Term: The Client and the Photographer agree that this Contract shall commence on the above date and terminate on 5.24.2017 Photographer shall archive the Event photos for up to one year after the event for the client to order additional prints or products. Said agreement may be extended and/or renewed by agreement of all parties in writing thereafter.

We have understood the contents of this contract and agree to the terms therein.

PHOTOGRAPHER'S SIGNATURE: _____

*Client 1 SIGNATURE: _____

Signature: 

Email: kelvin.griffin@daaoe.org

*Client 2 SIGNATURE (If Applicable) _____

**MEMORANDUM OF UNDERSTANDING BETWEEN
FAMILIES FIRST AND Destiny Achievers Academy of Excellence**

This is a Memorandum of Understanding and Agreement (hereinafter referred to as the "Memorandum of Understanding") on the part of Destiny Achievers Academy of Excellence, and Families First, Inc. (hereinafter referred to as the "Families First").

PURPOSE: To facilitate the provision of Families First's *Healthy Starts* services to pregnant and parenting teens, ages 14-19, in Fulton, county.

WHEREAS:

Families First, Inc. is a non-profit child and family service organization that has provided services to pregnant and parenting teens since, 1985.

Families First's *Healthy Starts* (HS) Programs include:

1. Doulas
2. TAPP Counselors
3. Resource Moms

Through mentoring, counseling, case management, education, information and referral home visitation, peer support groups, academic supports and relationship mediation, HS ensures that pregnant and parenting teens:

1. have healthy pregnancies and births that minimize time away from school;
2. deliver healthy babies;
3. achieve school success;
4. delay a second pregnancy; and lower the occurrences of at risk behaviors
5. effectively parent and nurture their babies
6. develop and sustain healthy relationships

WHEREAS:

Families First mission is to positively impact the lives of teens and their families. More specifically, TAPP works to decrease the likeliness of abuse and neglect by increasing teens' and their families' capacity to care for their children. We break cycles of child maltreatment and teen pregnancy through enrichment activities that motivate teens to complete school, strengthen healthy communication with their families, babies and partners, and plan for lifelong successes.

1. GENERAL UNDERSTANDING:

1. To facilitate the purpose of this Memorandum of Understanding, the parties agree to the following terms and conditions:
 - a. Nothing in this Memorandum of Understanding shall in any way alter the freedoms enjoyed by either Party, nor shall it in any way effect the independent operation of either Party;
 - b. This Memorandum of Understanding shall not abridge or change the customary methods for recording and executing orders of Destiny Achievers Academy of Excellence, Families First and their respective programs and operations;
 - c. The Parties will work together to promote and facilitate quality services. At the request of either Party, a meeting or conference will be held between Destiny Achievers Academy of Excellence and Families First representatives to resolve any problems or develop any material improvements to this Memorandum of Understanding; and
 - d. Neither Party shall use the name, logo, nor other copyrighted materials of the other Party in any promotion, advertisement or in any other way without the advance approved written consent of a qualified representative from the other Party.

2. OBLIGATIONS OF THE PARTIES:

- A. In furtherance of the purpose of this Memorandum of Understanding, Destiny Achievers Academy of Excellence is expected to do the following:
 - i. Provide reasonable assistance in referring parenting and pregnant teens, ages 14-19, to Families First's *Healthy Starts* program for services.
 - ii. Allow Families First to provide on-site services based on Destiny Achievers Academy of Excellence need, capacity and staff availability.
 - iii. Agree that if it assigns, or transfers any portion of the responsibilities under this Memorandum of Understanding to a third party, it shall notify the Families First immediately, at which time Families First shall have the right to immediately terminate this Memorandum of Understanding.
- B. In furtherance of the purpose of this Memorandum of Understanding, the Families First is expected to do the following:
 - i. Provide *Healthy Starts* program services based on need, capacity and staff availability.
 - ii. Agree that if it assigns or transfers any portion of the responsibilities under this Memorandum of Understanding to a third party, it shall notify Families First immediately, at which time Destiny Achievers Academy of Excellence shall have the right to immediately terminate this Memorandum of Understanding.

C. Confidentiality.

- i. The parties acknowledge that it and its employees, agents, or representatives may during the term of this Agreement be exposed to or acquire information that is proprietary to or confidential to the parties or its affiliated companies or its clients or patients. The parties will hold such information in strict confidence; and represents and warrants that its employees, agents, or representatives will hold such information in strict confidence and not disclose such information to third parties or use such information for any purposes whatsoever than the fulfillment of the parties' obligations under this Agreement. To this end, the parties will advise each of its employees, agents, and representatives to keep such information confidential.
- ii. The parties may enforce the provisions of this Agreement by all legal and equitable remedies available to the parties, including specific performance and injunction.
- iii. The parties agree to comply with the applicable provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 1320d through d-8 ("HIPAA"), and the requirements of any regulations promulgated hereunder including without limitation the federal privacy regulations as contained in 45 CFR Part 164 (the "Federal Privacy Regulations") and the federal security standards as contained in 45 CFR Part 142 (the "Federal Security Regulations").

D. Compensation. There will no financial compensation for services provided by either party hereunder.

E. Indemnification. Each party shall indemnify and agrees to reimburse, exonerate, pay and hold harmless the other party, its affiliates, and their respective directors, officers, shareholders, employees, successors, assigned, agents, contractors, and invitees, from and against any and all liability, claims, threatened claims, loss, cost or damage, including without limitation, the cost of defense of any such claims or threatened claims, arising from any act or omission of the indemnifying party in the provision of services described in this Agreement.

F. Compliance with Laws. Each party represents and warrants that it currently maintains, and each party shall maintain throughout the term of this Agreement, all licenses and permits required by applicable law and shall comply with all applicable laws, regulations, and professional standards.

G. Non-Competition and Non-solicitation. Upon the execution of this Agreement and for a period of two years after the expiration or termination hereof for any reason, neither party will, directly or indirectly:

- i. advise or encourage any employee of the other party, or any independent contractor of the party, to terminate or modify (to the detriment of the other party), such employment or contractual relationship with the other party;
- ii. interfere or attempt to interfere with the employment or other business relationship between the other party and any employee or independent contractor of the other party;
- iii. employ any employee or independent contractor of the other party; or
- iv. without the prior written consent of the other party, attempt to solicit or accept, directly or by assisting others, any business from the other party's customers.

3. TERMS OF MEMORANDUM OF UNDERSTANDING

A. This Memorandum of Understanding may be amended at any time by mutual written agreement of the Parties. It may be canceled at any time by either Party by giving at least sixty (60) days written notice to the other Party or as otherwise provided by in this Agreement. Written notice will be provided via hand delivery or certified mail return receipt requested, addressed as follows:

FOR Destiny Achievers Academy of Excellence:

Name: Dr. Kelvin Griffin
Title: Principal
Mailing Address: 595 Linecrest Rd.
Ellenwood, GA 30294
Phone Number: (404) 328-0898
Facsimile Number: (404) 328-1294

FOR FAMILIES FIRST:

Name: Dr. MiShawna Moore
Title: Chief Programs Officer
Mailing Address: Families First
80 Joseph E. Lowery Boulevard, NW
Atlanta, Georgia 30314
Phone Number: (404) 853-2814
Facsimile Number: (404) 898-7295

B. This relationship is intended solely for the mutual benefit of the Parties and their respective clients hereto, and there is no intention, express or otherwise, to create any rights or interests for any party or person other than Destiny Achievers Academy of Excellence and Families First.

C. This Memorandum of Understanding shall be governed by, construed and applied in accordance with the laws of the State of Georgia.

4. MISCELLANEOUS

- A. Nonexclusive. The parties agree and acknowledge that neither party will be the exclusive provider of the services to the other as described herein and that either party may contract with other parties to provide such services.

- B. Independent Contractors. It is mutually understood by the parties that Destiny Achievers Academy of Excellence and Families First, in performing their respective duties and obligations under this Agreement, are at all times acting and performing as independent contractors with respect to each other, and nothing in this Agreement is intended, and nothing in this Agreement shall be construed to create an employer/employee, partnership or joint venture relationship. Neither party shall have the authority to act on behalf of the other party, except as otherwise provided herein.

- C. Severability. The invalidity of any provision of this Agreement will not affect the validity of any other provision.

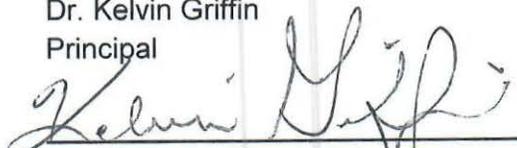
By signature, both parties agree to have executed this Agreement on the day and year set forth at the beginning of the Agreement.

This Memorandum of Understanding has been executed on behalf of:

Destiny Achievers Academy of Excellence
3595 Linecrest Rd.
Ellenwood, GA 30294

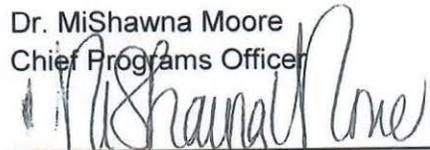
Families First, Inc.
80 Joseph E. Lowery Boulevard, NW
Atlanta, Georgia 30314

Dr. Kelvin Griffin
Principal



Signature/Date

Dr. MiShawna Moore
Chief Programs Officer

 10/24/16

Signature/Date



EMANUEL BROWN

IDENTITYBRANDING | CREATIVECONCEPTS | GRAPHICDESIGN

vision, i run with it...it's what i do.

DAAOE WEBSITE SERVICE AGREEMENT/TERMS OF USE

Maintenance Agreement

This agreement is between EMANUEL BROWN and DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, the Client.

Client is contracting EMANUEL BROWN as a provider of web site maintenance services. Services not considered 'standard website maintenance' are subject to be charged at a regular hourly rate of \$75 per hour, and will not be considered part of this contract. The minimum charge for maintenance is \$150 monthly or for a period of 12 months, any additional work that is included in this agreement will be charged at \$75 per hour.

What IS included in this agreement:

1. Edit, revise, update or create new textual/minor graphical content.
2. Consultation, and guidance on the use of the web site.
3. Regular monitoring and updating to ensure impeccable performance across all major browsers due to the fact that not all browsers render sites in the same way.
4. Regular and thorough backups of your site so that it may be fully restored in case of loss.
5. Make myself available should you need us for consultation and advice.
6. Monitoring your website functionality to ensure that everything is working as it should and upgrade where necessary. Some plugins may become outdated and no longer work with the newest version of your website software. Plugins may need upgrading to accommodate the newer version, or become obsolete with the improvements in the website software.
7. Partner with staff and/or IT department by communicating on a regular basis any needs.
8. liaising on a regular basis with the hosting company and IT department to address and monitor web software issues to sort out the situation as quickly as possible.
9. Minimal Web site redesign or re-development of no more than 50% change per page
10. Respond within 24hours in the event the Web Site experiences any Downtime

What is NOT included in this agreement:

1. CMS design or integration including but not limited to blogs, shopping carts and web forums. These require a separate design agreement.
2. On page SEO such as Meta tags (title, description, keywords), alt tag, h1, h2, h3.

Total Agreement:

EMANUEL BROWN shall provide Client with minor updates to the web site for an indefinite period of within this contract. The contract will be paid on a Monthly Basis with the 1st payment due January 1st 2017 and each payment due around the date of initial payment of each month.

During the duration of this contract, the Client agrees that EMANUEL BROWN will be the sole provider of maintenance services for the web site and EMANUEL BROWN agrees that no other party will have access to or rights to change the web site, web design and its contents or media without permission of the client. Client is sole owner of the website and its contents.

Deadlines & Deliverables:

EMANUEL BROWN will respond to all maintenance requests from Client within 24 hours on weekdays ONLY, via email or phone, with a confirmation that the request was received, and an estimated completion date for each action item in the request. Maintenance requests received after 18:00 GMT may not be completed until the next business day unless prior arrangements have been made. Most work will be done within this time frame, this is mostly precautionary.

EMANUEL BROWN will adhere to all requested deadlines for the deliverables in the maintenance requests at all possible costs. In the event that EMANUEL BROWN has any issues in delivering on requested deadline, Client will be notified via email or telephone the reasoning for any change. Rush and last minute request may be subject to an additional \$50 service charge imposed by designer depending on the degree of difficulty and/or turn-around request.

Additional Services:

Any revisions, additions or redesign Client requests EMANUEL BROWN to perform that is not specified in this document shall be considered "additional" and will require separate agreement and payment. EMANUEL BROWN shall advise Client on any requested work that falls within these bounds.

Authorization:

Client hereby authorizes EMANUEL BROWN to access their web hosting account, providing active user name / password combinations for access to the server via FTP, assuring that 'write permissions' are in place on said hosting provider.

Legal:

This Agreement shall be governed by and construed in accordance with the laws of the United States applicable therein.

Signing this document means you agree to the terms of this document "Web Maintenance Agreement".

Client: DESTINY ACHIEVERS ACADEMY OF EXCELLENCE

Name:  Title: Principal

Date: 12/19/16 Contact Email: Kelvin.groffin@daaoe.org Phone: (404) 328-0898

 **DESTINY ACHIEVERS**
ACADEMY OF EXCELLENCE
• Home of the Eagles •

Mr. Wil Dixon, Board Chair
Dr. Kelvin L. Griffin, Principal * Dr. Kalisha S. Sackey, Assistant Principal

DATE: March 28, 2016

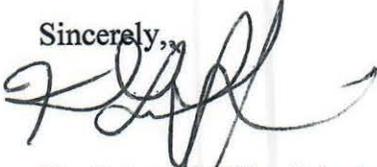
Mr. Barry George, Business Development
Crabapple Landscapexperts
1012 Union Center Drive
Alpharetta, GA 30004

SUBJECT: DAAOE Landscaping Proposal

Dear Mr. George:

Congratulations! The DAAOE Governing Board has completed the evaluation process of all proposal submitted for Landscaping. We are pleased to announce that the Board awarded you the contract for one year beginning April 1, 2016 thru April 1, 2017. We will be contacting you soon to finalize a contract for these services. Thank you for submitting your proposal; we are looking forward to working with you.

Sincerely,



Dr. Kelvin Griffin, Principal
Destiny Achievers Academy of Excellence

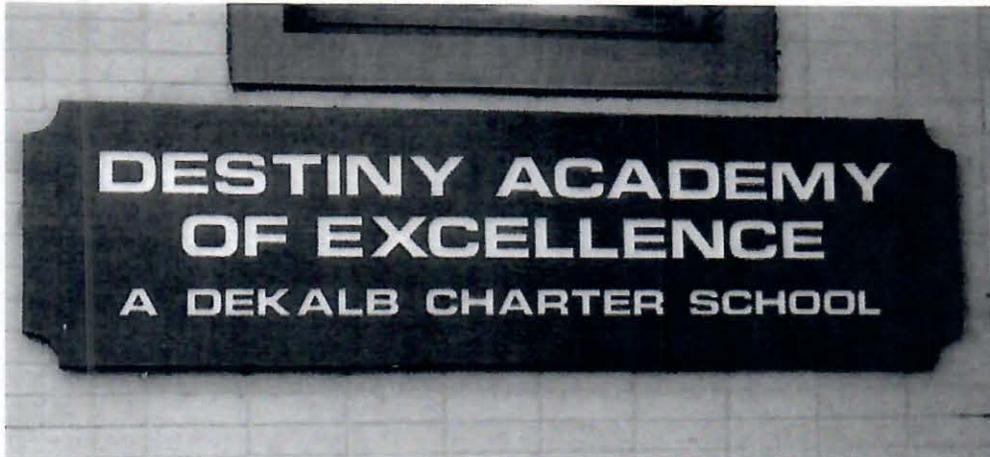
3595 Linecrest Road – Ellenwood, GA 30294 – Tel: 404.328.0898 – Fax: 404.328.1294

SERVICES AGREEMENT

This Services Agreement ("Agreement") is made as of the date specified below between Crabapple, Inc. ("Crabapple") and **Destiny Achievers Academy of Excellence**. ("Customer"), whereby Crabapple will provide certain services to Customer as more specifically described herein.

FOR

Destiny Achievers Academy of Excellence



Proposed Services:

The following Services Agreement is for maintenance to all designated exterior landscape areas of **Destiny Achievers Academy of Excellence**. Our program has been developed around proper horticultural management and development of healthy plant materials. The Description of Services set forth on Exhibit A to this Agreement is intended to be inclusive; however, there are many insect and disease disorders that cannot be dealt with until they become apparent. These problems will be dealt with on an individual basis by notifying you of the problem and cost of proper treatment. We will take corrective measures upon written authorization by Customer.

Period of Maintenance:

This Agreement provides for landscaping maintenance services as specified in the following Description of Services set forth on Exhibit A hereto. The initial period of maintenance is for one (1) year beginning **April 1, 2016**.

Terms of Agreement:

Crabapple shall furnish all labor, equipment, and materials necessary per the Description of Services.

Crabapple agrees to complete the services in a timely, professional manner.

Crabapple is covered by liability and workman's compensation insurance according to the laws of the State of Georgia.

Acceptance of Service and Payment Schedule

This Agreement must be accepted by **March 31, 2016** or will be subject to change. Invoicing for our work will be completed by the 2nd day of each month and payment shall be due upon receipt.

Cost of Services

The cost of the Basic Landscape Maintenance Program as stated in the "Description of Services" will be performed for the sum of **\$9,528.00** per year, which shall be billed at a rate of **\$794.00** per month for 12 (twelve) months.

Services listed below are in addition to Agreement price:

Mulch application: Pine Straw = \$5.50 per bale installed
Irrigation Repair: Available upon request
Flowers: Pricing is based on the square footage of currently installed beds.
Seasonal pricing may be subject to change.

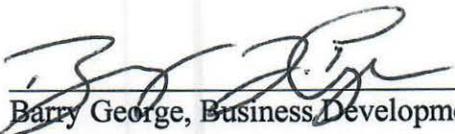
Landscape Maintenance Landscape Installation Lawn Care

CUSTOMER:

 - Principal
Name, Title

Date 3/28/16

CRABAPPLE, INC.


Barry George, Business Development

Date: 3/28/16

**ITEMIZED 2016 BUDGET ESTIMATE
FOR
Destiny Achievers Academy of Excellence**

Basic Maintenance Services		
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Base Maintenance	52 Visits	\$ 9,528.00
Turf Program	6 Rounds	Included
Tree & Shrub Program	2 Rounds	Included
Total Basic Maintenance		\$ 9,528.00
	Monthly	\$ 794.00

Optional Enhancement Services	Approved
--------------------------------------	-----------------

Spring Color	\$141.18	<input type="checkbox"/>
Fall Color	\$141.18	<input type="checkbox"/>
Pine straw Spring Application	\$5.50 per bale	<input type="checkbox"/>
Pine straw Fall Application	\$5.50 per bale	<input type="checkbox"/>
Irrigation Start-up*	Included	<input type="checkbox"/>
Irrigation Shut-Down*	Included	<input type="checkbox"/>
Total Enhancement Services		\$ 282.36
Total Investment		\$ 9,810.36

* Irrigation Start-up and Shut-down is simply turning on/off the irrigation controller(s) and water meter(s) for the season. With Start-up the controller(s) are also programmed for the appropriate watering cycles. Full system inspections and a winterization where all water is blown out of lines with compressed air to guarantee against freeze damage are also available for an additional fee.

Terms and Conditions

Terms of Payment

Billing is based on twelve equal monthly installments for the Customer's convenience. Invoices will be mailed at the beginning of each month and are due upon receipt.

Overdue Balances and Penalties: An account balance is overdue after thirty (30) days from the date of the invoice. A one and one half percent (1.5%) charge per month will be assessed on overdue balances. After any invoice is thirty (30) days past due, service may be suspended until all past due balances are made current.

Renewal

Unless the parties otherwise agree in writing, this Agreement will automatically renew each year for additional periods of one (1) year each until it is terminated by either party prior to the end of the then current term. Reasonable price increases will occur each year. Crabapple typically uses the consumer price index as the basis for these price increases.

Cancellation

Either party may terminate this Agreement at any time by providing thirty (30) days written notice sent via certified mail.

Actual Costs and Payments: The billing system does not reflect the actual service received. The following monthly chart of percentages represents actual costs. Should the Agreement not run a full twelve months, this chart can be used to determine actual cost by adding together the months of service that were paid to Crabapple and then multiplying that number by the yearly contract cost (less mulching and over seeding). The Customer agrees to pay the actual cost of the service as set forth below if the Customer cancels the Agreement within the first year.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
.12	.12	.10	.10	.08	.08	.08	.07	.07	.06	.06	.06

*Mulching, Lawn Care and over seeding costs are line items and their values are calculated separately.

Certificate of Insurance

Crabapple will provide to the Customer upon request a certificate of insurance, which will be maintained in force throughout the term of this Agreement.

Alterations to Landscape Following Bid Survey

Additions or deletions to the landscape greater than five percent (5%) shall require the cost of service to be adjusted accordingly.

Miscellaneous Items

- All labor, materials, equipment, supervision, insurance, licenses, and labor taxes will be the responsibility of, and furnished by, Crabapple.
- The quoted cost of service shall be valid for a period of thirty (30) days.
- Crabapple will not be liable for loss or damage to plant material caused by persons not employed by Crabapple or by events beyond Crabapple's control. Clean-up work created by these situations will be at an additional cost.
- Interruptions in service caused by nature, strikes or other events which are beyond Crabapple's control, will not constitute grounds for delay or deduction of the set fees set forth in this Agreement.
- Dead plant material not requiring special equipment for removal will be removed and disposed of as it appears. Customer will be contacted and advised of possible replacements. The cost to replace plant material is not included in the cost of service.
- Crabapple will be responsible for proper instruction of all safety measures to its personnel. All work equipment and supplies in performance of these specifications will be subject to inspection at any, or all times, by the duly authorized Customer representative.
- The schedule of work hours for the accomplishment of landscape maintenance services will conform to the requirements of the Customer and Crabapple will in no way interfere with the normal routine of the Customer's tenants or visitors.
- The parties agree to attempt to settle any dispute arising out of this Agreement through consultation and negotiation in good faith and in the spirit of mutual cooperation. Accordingly, if the parties have a dispute, the parties agree to try to resolve the dispute for a period of not less than thirty (30) days after one party delivers a written notice of the dispute to the other party.
- If any legal action or other proceeding is brought with respect to the subject matter of this Agreement, its enforcement or as a result of a breach, default or misrepresentation in connection with any of the provisions of this Agreement, the successful or prevailing party will be entitled to recover reasonable attorney's fees and other costs incurred in such action or proceeding, in addition to any other relief to which such party may be entitled.
- The Agreement will be governed by and construed in accordance with the laws of the State of Georgia without regard to its conflict of laws principals. The parties hereby consent to jurisdiction of the State of Georgia and acknowledge that the courts within Forsyth County, Georgia will have exclusive jurisdiction over any issues regarding the enforcement of this Agreement. The parties' further consent to service of process by certified mail in an action in Georgia and acknowledge that it will constitute personal service and will establish jurisdiction over the parties.
- No failure or delay by either party in exercising any right, power or privilege hereunder will operate as a waiver thereof, nor will any single or partial exercise thereof preclude any other or further exercise thereof of the exercise of any other right, power or privilege hereunder.
- Should any of the provisions of this Agreement be found unenforceable, the remainder of the Agreement will still be in effect.

- This Agreement represents the entire understanding of the parties concerning the subject matter hereof and supersedes all prior communications and agreements, whether oral or written, relating to this subject matter. This Agreement may only be amended by mutual written agreement executed by the parties hereto.

Customer Communications Standards

Crabapple realizes the importance of open communications with Customer representatives. To manage the property most effectively, Crabapple and the Customer representatives agree to adhere to these communications standards.

Crabapple and Customer J (Initial) agree to a minimum of a quarterly property inspection during the course of the service agreement. Monthly property inspections are preferred and depending upon Customer availability should be conducted each month during the course of the agreement.

Renewal

Customer J (Initial) agrees to a formal annual presentation by Crabapple to the Board of Directors for the purpose of submitting an annual Service Agreement renewal. This meeting will detail the annual accomplishments in landscape management as performed by Crabapple during the course of the Agreement.

Terms and Conditions acceptance:

Property Name: Destiny Achievers Academy of Excellence.

CUSTOMER:

 J. Privenpel
Name, Title

Date: 3/28/16

CRABAPPLE, INC.

 Barry George
Barry George, Business Development

Date: 3/28/16

Crabapple Inc.
Alpharetta, Georgia 30004
770-740-9739
Fax# 678-297-0399

Exhibit A
Description of Services

Function Details and Techniques

- **Mowing:** All mowing is performed with rotary type equipment. Height of cut is determined by grass type and season of the year.
- **Edging (curb):** Edging along curbs and other hard surfaces is performed with a steel blade edger.
- **Edging (bed):** Beds are edged with steel blade edgers, monofilament line trimmers and/or chemicals. *Trench edging is an additional add-on service.*
- **Blowing:** Blowers are used to clean hard and soft surfaces of particle debris. Any debris residue that will not be absorbed and remains visual will be picked up.
- **Weed Control (beds):** Post-Emerge applications of herbicides will be applied using a target spray technique to weeds less than four (4) inches in height. Larger weeds will be hand pulled.
- **Pruning (growing season):** This type of pruning is done with shears and/or hand pruners. It is intended to remove new growth only and to maintain the intended shape of the plant(s).
- **Pruning (dormant season):** This type of pruning is done to reshape or invigorate plant material. After pruning, plants will sometimes need a flush of new growth to restore their fullness. If this is the case, we time the pruning to coincide with the next growth flush.
- **Trashing and/or Leaf Removal:** Trash and leaves on lawn areas, in shrubs/ground covers and along curb lines will be picked up weekly. During leaf drop all surfaces areas will be cleaned. Disposal of debris and leaves will conform to the Customer's desire. No on-site disposal will be done without prior approval.
- **Mulching:** Scheduling is dependent on Customer preference and frequency. Single yearly mulching are made at twelve (12) month intervals and twice-yearly mulching is made at six (6) month intervals.
- **Turf Program:** Our program for keeping turf lush and healthy has evolved over many years and will continue to evolve as new products and procedures are developed. The basic elements do not change however, and these make up our program. Healthy turf is the best way to prevent weed, disease, and insect problems; however, it may become necessary to treat unexpected problems. Should this occur, we would diagnose the problem and suggest corrective action and its cost. Customer approval must be received before any treatments are made.

- Round 1 The first application of the year will consist of a pre-emergent and weed control. This round is designed to prevent weed problems. We will also apply a fertilizer formulated for root development to aid in the spring green-up. This application will take place in the early spring.
- Round 2 In the late spring we will apply another fertilizer that will also help in the green-up process. Pre-emergent and weed control will be applied for the second time.
- Round 3 In the mid-summer we will apply a time release fertilizer to help maintain color. We will do spot weed control as needed. Lime is applied during this round to ensure your lawns use of fertilizer efficiently. (Cool Season Turf.)
- Round 4 Your late summer application will consist of a time release fertilizer that will help the turf stay healthy during the intense summer heat. This will also help the turf in case we have a drought. Weed control will be applied if needed. It is still a good time for aeration.
- Round 5 For your early fall application we will apply a fertilizer designed to help build a strong root system and a pre-emergent and broadleaf weed control
- Round 6 Fertilizer is applied to Fescue at this time. Lime is applied during the winter months to ensure your lawns use fertilizer efficiently. (Warm Season Turf.)

Each application will be applied approximately 6 to 8 weeks apart and will run from mid-January to early December. Throughout the year there may be additional applications needed. Examples of these types of applications may be fungicides, and or insecticides.

- **Woody Plant Program:** Established plants are normally fertilized twice per year in late spring and early summer. In our heavy clay soils, this has proven to be enough. As is the case with turf, the best way to prevent disease and insect problems is with healthy plants. Should unexpected problems occur that our normal application of preventive sprays does not control, the problems will be handled the same way as the turf. Woody plants more than thirty feet (30') in height are not included in our program.

Application	Material Applied	Activity
1	Complete Fertilizer	Balanced feeding
	Insecticide, fungicide, Mitecide	Scale insect
2	Complete Fertilizer	Balanced feeding
	Insecticide, fungicide, Mitecide	Scale insects

- **Fire Ants:** Each mound must be treated individually as it appears
- **Irrigation:** Our landscapes in Georgia need supplemental watering and this need will vary throughout the growing season. We will monitor these changing needs and adjust watering schedules accordingly. We will also monitor the system and make minor component adjustments during our weekly inspections. **Complete system checks, repairs, and up-grades are not included in this contract.** System repairs or deficiencies will be reported to the Customer and corrective action will be at Customer's discretion.

Sites with mechanical clocks have inherent problems, such as no battery backup, replacement with a digital system is highly recommended. Crabapple will not be held responsible for mechanical clock failure.

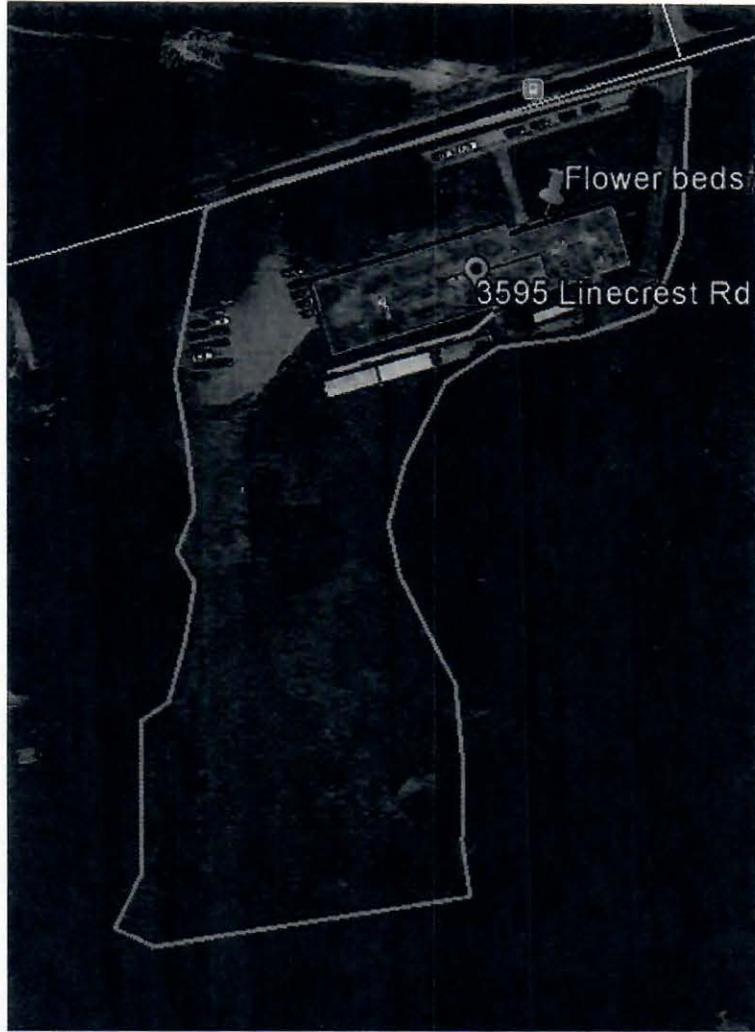
- **Fescue Overseeding:** All fescue lawns need to be overseeded in the fall every year. Timing and technique are critical to good germination of seed and successful new stands of grass. *(See Terms for Cost)*

Function Frequencies --- The frequencies quoted in the chart below are based on averages. It is normal for frequencies to vary from year to year. We have found that when one function is decreased; another will increase. Thus, on a yearly basis, they will balance out.

Function Frequency Average by Month

	J	F	M	A	M	J	J	A	S	O	N	D	TOTAL
Service Functions			*			*			*		*		
Mowing	1	1	3	4	4	5	4	4	5	2	3	1	37
Edging (Curb)	1	2	3	2	2	3	2	2	3	2	2	2	26
Edging (Bed)	1	1	2	2	2	2	2	2	2	1	2	1	20
Blowing	4	4	5	4	4	5	4	4	5	4	5	4	52
Weed Control Beds	1	1	2	4	5	4	5	5	4	3	1	1	36
Pruning				1	1	1	1	1	1				6
Pruning (Corrective)	1	1									1	1	4
Trashing / Leaf Rem.	4	4	5	4	4	5	4	4	5	4	5	4	52
Mulching	1						1						2
Turf / Application		1		1		1		1		1		1	6
Woody Plant Prog.			1		1								2
Fire Ant Control				4	5	4	4	4	4				25
Irrigation Monitor	4	4	5	4	4	5	4	4	5	4	5	4	52

Site Specific Service Notes



CUSTOMER:

[Signature], Principal
Name, Title

Date: 3/28/16

CRABAPPLE, INC.

[Signature]
Barry George, Business Development

Date: 3/28/16

Erica Williams

From: Erica Williams
Sent: Tuesday, March 29, 2016 11:28 AM
To: 'Barry George'
Subject: DAAOE - Landscaping Proposal
Attachments: Crabapple Contract.pdf; Landscaping Award Letter 2016.03.29.pdf

Importance: High

Good morning Barry,

Congratulations! The Governing Board awarded the landscape contract to Crabapple for one year beginning April 1, 2016 thru April 1, 2017. The contract will not automatically renew, as DAAOE will evaluate your services 60 days prior to contract end date. Please see the attached award letter and contract. If you are coming on Thursday, you can sign the original contract. Going forward, please use contract# 20160324A1 on all correspondences. We look forward to working with you and if you have any questions, please don't hesitate to call.

Thanks,

Erica Williams, HR Administrator
Destiny Achievers Academy of Excellence
3595 Linecrest Road
Ellenwood, GA 30294
Phone: 404.328.0898
Fax: 404.328.1294
Email: Erica.Williams@daaoe.org

Fwd: Charitable Contribution Direct Deposit

Kelvin Griffin

Tue 6/20/2017 10:46 AM

To: Shirley Steverson <Shirley.Steverson@daaoe.org>; Chauntoiya Jones <chauntoiya.jones@daaoe.org>;

📎 1 attachments (42 KB)

IRS Tax Form -51411.pdf;

Get [Outlook for iOS](#)

From: Harrelson, Vickie - Enterprise Spend Mgmt - Whiteville <Vickie.Harrelson@BBandT.com>

Sent: Tuesday, June 20, 2017 7:43:19 AM

To: Kelvin Griffin

Subject: Charitable Contribution Direct Deposit

BB&T has recently made a payment of \$1700.00 to your organization on or about 06/08/2017 for a donation or contribution. Please complete the attached form requested by the IRS and email, fax or mail it to BB&T Financial Management Charitable Contributions using the address located at the top right of the form.

Questions regarding this form should be directed to the contact names and telephone numbers listed at bottom of the form.

Thank You!

Vickie D Harrelson
BBT
FG ESM AP Analyst
Enterprise Spend Management
Whiteville NC 28472
910-914-9374 (Work)
910-914-9361 (Fax)
M/C 200-99-02-00
Vickie.Harrelson@bbandt.com

The information in this transmission may contain proprietary and non-public information of BB&T or its affiliates and may be subject to protection under the law. The message is intended for the sole use of the individual or entity to which it is addressed. If

Managed Services Agreement

1. Term of Agreement

This Agreement between Destiny Achievers Academy of Excellence, herein referred to as Client, and Aggie Technologies LLC, hereinafter referred to as Service Provider, is effective upon the date signed, shall remain in force for a period of 5 months, and be reviewed at the end of the school year to address any necessary adjustments or modifications. Should adjustments or modifications be required that increase the monthly fees paid for the services rendered under this Agreement, these increases will not exceed 10 % of the value of the existing monthly fees due under this Agreement. The Service Agreement automatically renews for a subsequent three year term beginning on the day immediately following the end of the Initial Term, unless either party gives the other sixty (60) days prior written notice of its intent not to renew this Agreement.

- a. This Agreement may be terminated by either party by giving the other party sixty (60) days written notice.
- b. If either party terminates this Agreement, Service Provider will assist Client in the orderly termination of services, including timely transfer of the services to another designated provider. Client agrees to pay Service Provider the actual costs of rendering such assistance.

2. Fees and Payment Schedule

Fees will be \$4915.00 per month, invoiced to Client on a Monthly basis, and will become due and payable on the 10th day of each month. The one-time setup fee of \$699 has been waived. Services will be suspended if payment is not received within 10 days following date due. Refer to Appendix B for services covered by the monthly fee under the terms of this Agreement.

It is understood that any and all Services requested by Client that fall outside of the terms of this Agreement will be considered Projects, and will be quoted and billed as separate, individual Services. Provided however, that no additional charges shall be incurred without the prior consent of the Client.

3. Taxes

It is understood that any Federal, State or Local Taxes applicable shall be added to each invoice for services or materials rendered under this Agreement. Client shall pay any such taxes unless a valid exemption certificate is furnished to Service Provider for the state of use.

4. Coverage

Remote Helpdesk and Vendor Management of Client's IT networks will be provided to the Client by Service Provider through remote means between the hours of 8:00 am – 5:00 pm Monday through Friday, excluding public holidays. Network Monitoring Services will be provided 24/7/365. All services qualifying under these conditions, as well as Services that fall outside this scope will fall under the provisions of Appendix B. Hardware costs of any kind are not covered under the terms of this Agreement.

Support and Escalation

Service Provider will respond to Client's Trouble Tickets under the provisions of Appendix A, and with

best effort after hours or on holidays. Trouble Tickets must be opened by Client's designated I.T. Contact Person, by email to our Help Desk, or by phone if email is unavailable. Each call will be assigned a Trouble Ticket number for tracking. Our escalation process is detailed in Appendix A.

Service outside Normal Working Hours

Emergency services performed outside of the hours of 8:00 am – 5:00 pm Monday through Friday, excluding public holidays, shall be subject to provisions of Appendix B.

Service Calls Where No Trouble is found

If Client requests onsite service and no problem is found or reproduced, Client shall be billed at the current applicable rates as indicated in Appendix B.

Limitation of Liability

In no event shall Service Provider be held liable for indirect, special, incidental or consequential damages arising out of service provided hereunder, including but not limited to loss of profits or revenue, loss of use of equipment, lost data, costs of substitute equipment, or other costs.

5. Additional Maintenance Services

Hardware/System Support

Service Provider shall provide support of all hardware and systems specified in Appendix B, provided that all Hardware is covered under a currently active Vendor Support Contract; or replaceable parts be readily available, and all Software be Genuine, Currently Licensed and Vendor-Supported. Should any hardware or systems fail to meet these provisions, they will be excluded from this Service Agreement. Should 3rd Party Vendor Support Charges be required in order to resolve any issues, these will be passed on to the Client after first receiving the Client's authorization to incur them.

Virus Recovery for Current, Licensed Antivirus protected systems

Attempted recovery from damages caused by virus infection not detected and quarantined by the latest Antivirus definitions is covered under the terms of this Agreement. This Service is limited to those systems protected with a currently licensed, Vendor-supported Antivirus solution.

Monitoring Services

Service Provider will provide ongoing monitoring and security services of all critical devices as indicated in Appendix B. Service Provider will provide monthly reports as well as document critical alerts, scans and event resolutions to Client. Should a problem be discovered during monitoring, Service Provider shall make every attempt to rectify the condition in a timely manner through remote means.

6. Suitability of Existing Environment

Minimum Standards Required for Services

In order for Client's existing environment to qualify for Service Provider's Managed Services, the following requirements must be met:

1. All Servers with Microsoft Windows Operating Systems must be running Windows 2008 R2 Server or later, and have all of the latest Microsoft Service Packs and Critical Updates installed.
2. All Desktop PC's and Notebooks/Laptops with Microsoft Windows Operating Systems must be running Windows 7 or later, and have all of the latest Microsoft Service Packs and Critical Updates installed.
3. All Server and Desktop Software must be Genuine, Licensed and Vendor-Supported.

4. The environment must have a currently licensed, up-to-date and Vendor-Supported Server-based Antivirus Solution protecting all Servers, Desktops, Notebooks/Laptops, and Email.
5. The environment must have a currently licensed, Vendor-Supported Server-based Backup Solution that can be monitored, and send notifications on job failures and successes.
6. The environment must have a currently licensed, Vendor-Supported Hardware Firewall between the Internal Network and the Internet.
7. All Wireless data traffic in the environment must be securely encrypted.
8. There must be an outside static IP address assigned to a network device, allowing RDP or VPN access.

Costs required to bring Client's environment up to these Minimum Standards are not included in this Agreement.

7. Excluded Services

Service rendered under this Agreement does not include:

1. Parts, equipment or software not covered by vendor/manufacturer warranty or support.
2. The cost of any parts, equipment, or shipping charges of any kind.
3. The cost of any Software, Licensing, or Software Renewal or Upgrade Fees of any kind.
4. The cost of any 3rd Party Vendor or Manufacturer Support or Incident Fees of any kind.
5. The cost to bring Client's environment up to minimum standards required for Services.
6. Failure due to acts of God, building modifications, power failures or other adverse environmental conditions or factors.
7. Service and repair made necessary by the alteration or modification of equipment other than that authorized by Service Provider, including alterations, software installations or modifications of equipment made by Client's employees or anyone other than Service Provider.
8. Maintenance of Applications software packages, whether acquired from Service Provider or any other source unless as specified in Appendix B.
9. Programming (modification of software code) and program (software) maintenance unless as specified in Appendix B.
10. Training Services of any kind.

8. Confidentiality

Service Provider acknowledges that during the Services, it might have access to, or be exposed to, confidential information of Client which may include, but not be limited to social security numbers, addresses, telephone numbers, files, correspondence, health, or personal information. Generally speaking, all information that is not publicly available or in the public domain is considered "confidential." Service Provider acknowledges that disclosure of such Confidential Information could cause irreparable harm or damage to Client or its students and expose Client to penalties under state or federal law, including but not limited to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. Service Provider agrees that it and its agents will keep confidential and not disclose any information acquired from Client during the Services.

Upon expiration, termination, or cancellation of this Agreement, Service Provider shall deliver to Client, or certify as destroyed, all of the Confidential Information that was reduced to writing.

9. Release/Indemnification/Insurance

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Service Provider releases and holds harmless Client and any individual officer, employee, agent or representative in connection with any claims, demands, lawsuits, damages, penalties, and/or expenses (including attorneys' fees, expert witness fees and cost of defense) Service Provider may suffer arising out of the Services provided for herein.

Service Provider further agrees that, to the extent loss or damage is caused, in whole or in part, by Service Provider's actions arising out of or relating in any way to this Agreement, Service Provider shall indemnify Client and its officers, agents, and representatives against any claims, demands, lawsuits, damages, penalties, and/or expenses (including attorneys' fees, expert witness fees and cost of defense) suffered by Client. Service Provider agrees to maintain such insurance coverage as is reasonably necessary to support its indemnification obligation and provide proof of such coverage to Client upon request.

10. Miscellaneous

This Agreement shall be governed by the laws of the State of Georgia. It constitutes the entire Agreement between Client and Service Provider for monitoring/maintenance/service of all equipment listed in "Appendix B." Its terms and conditions shall prevail should there be any variance with the terms and conditions of any order submitted by Client.

Service Provider is not responsible for failure to render services due to circumstances beyond its control including, but not limited to, acts of God.

11. Acceptance of Service Agreement

This Service Agreement covers only those services and equipment listed in "Appendix B." Service Provider must deem any equipment/services Client may want to add to this Agreement after the effective date acceptable. The addition of equipment/services not listed in "Appendix B" at the signing of this Agreement, if acceptable to Service Provider, shall result in an adjustment to the Client's monthly charges.

Client and Service Provider agree that in the performance of the services contemplated herein, Service Provider shall be, and is, an independent contractor, and is not an agent or employee of the Client and shall have no authority to bind Client without prior written authorization from Client. Service Provider has and shall retain the right to exercise full control over the employment, direction, compensation, and discharge of all persons assisting Service Provider. Service Provider shall be solely responsible for, and shall hold Client harmless from, all matters relating to the payment of Service Provider's employees, including but not limited to compliance with F.I.C.A. and unemployment requirements.

IN WITNESS WHEREOF, the parties hereto have caused this Service Agreement to be signed by their duly authorized representatives as of the date set forth below.

Accepted by:

 2/20/17
Authorized Signature Service Provider Date

 2/27/17
Authorized Signature Client Date

**Managed Services Agreement
Appendix A**

Response and Resolution Times

The following table shows the targets of response and resolution times for each priority level:

Trouble	Priority	Response time (in hours) *	Resolution time (in hours) *	Escalation threshold (in hours)
Service not available (all users and functions unavailable)	1	Within 2 hour	ASAP – Best Effort	2 hours
Significant degradation of service (large number of users or business critical functions affected)	2	Within 8 hours	ASAP – Best Effort	8 hours
Limited degradation of service (limited number of users or functions affected, business process can continue)	3	Within 72 hours	ASAP – Best Effort	48 hours
Small service degradation (business process can continue, one user affected)	4	within 3 Days	ASAP – Best Effort	96 hours

Support Tiers

The following details and describes our Support Tier levels:

Support Tier	Description
Tier 1 Support	All support incidents begin in Tier 1, where the initial trouble ticket is created, the issue is identified and clearly documented, and basic hardware/software
Tier 2 Support	All support incidents that cannot be resolved with Tier 1 Support are escalated to Tier 2, where more complex support on hardware/software issues can be provided by experienced Engineers
Tier 3 Support	Support Incidents that cannot be resolved by Tier 2 Support are escalated to Tier 3, where support is provided by the most qualified and experienced Engineers who have the ability to collaborate with 3rd

**Managed Services Agreement
Appendix A (cont)**

Rev. 2/2017

Service Request Escalation Procedure

1. Support Request is Received
2. Trouble Ticket is Created
3. Issue is Identified and documented in Help Desk system
4. Issue is qualified to determine if it can be resolved through Tier 1 Support

If issue can be resolved through Tier 1 Support:

5. Level 1 Resolution - issue is worked to successful resolution
6. Quality Control –Issue is verified to be resolved to Client’s satisfaction
7. Trouble Ticket is closed, after complete problem resolution details have been updated in Help Desk system

If issue cannot be resolved through Tier 1 Support:

1. Issue is escalated to Tier 2 Support
2. Issue is qualified to determine if it can be resolved by Tier 2 Support

If issue can be resolved through Tier 2 Support:

3. Level 2 Resolution - issue is worked to successful resolution
4. Quality Control –Issue is verified to be resolved to Client’s satisfaction
5. Trouble Ticket is closed, after complete problem resolution details have been updated in Help Desk system

If issue cannot be resolved through Tier 2 Support:

1. Issue is escalated to Tier 3 Support
2. Issue is qualified to determine if it can be resolved through Tier 3 Support

If issue can be resolved through Tier 3 Support:

3. Level 3 Resolution - issue is worked to successful resolution
4. Quality Control –Issue is verified to be resolved to Client’s satisfaction
5. Trouble Ticket is closed, after complete problem resolution details have been updated in Help Desk system

If issue cannot be resolved through Tier 3 Support:

1. Issue is escalated to Onsite Support
2. Issue is qualified to determine if it can be resolved through Onsite Support

If issue can be resolved through Onsite Support:

6. Onsite Resolution - issue is worked to successful resolution
7. Quality Control –Issue is verified to be resolved to Client’s satisfaction
8. Trouble Ticket is closed, after complete problem resolution details have been updated in

Help Desk system

If issue cannot be resolved through Onsite Support:

1. I.T. Manager Decision Point – request is updated with complete details of all activity performed

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Managed Services Agreement Appendix B

Description	Frequency	Included in Maintenance
<i>General</i>		
Document software and hardware changes	As performed	YES
Test backups with restores	Monthly	YES
Monthly reports of work accomplished, work in progress, etc.	Monthly	YES
<i>Servers</i>		
Manage Servers	Ongoing	YES
Check print queues	As needed	YES
Monitor all Server services	Ongoing	YES
Keep Service Packs, Patches and Hotfixes current as per company policy	Monthly	YES
Check event log of every server and identify any potential issues	As things appear	YES
Monitor hard drive free space on server	Ongoing	YES
Exchange Server user/mailbox management	As needed	YES
Monitor Active Directory replication	As needed	YES
Monitor WINS replication	As needed	YES
SQL server management	As needed	YES
Reboot servers if needed	As needed	YES
Run defrag and chkdsk on all drives	As needed	YES
Scheduled off time server maintenance	As needed	YES
Install supported software upgrades	As needed	YES
Determine logical directory structure, Implement, MAP, and detail	As needed	YES
Setup and maintain groups (accounting, admin, printers, sales, warehouse, etc)	As needed	YES
Check status of backups	Daily	YES
Alert Client to dangerous conditions -Memory running low -Hard drive showing sign of failure -Hard drive running out of disk space -Controllers losing interrupts -Network Cards report unusual collision activity	As needed	YES
Educate and correct user errors (deleted files, corrupted files, etc.)	As needed	YES
Clean and prune directory structure, keep efficient and active	As needed	YES

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<i>Disaster Recovery</i>		
Disaster Recovery of Server(s)	As Needed	YES
<i>Devices</i>		
Manage Desktops	Ongoing	YES
Manage Network Printers	Ongoing	YES
Manage Other Networked Devices	Ongoing	YES
Manage PDA's/Smartphones	Ongoing	YES
<i>Networks</i>		
Check router logs	As needed	YES
Performance Monitoring/Capacity Planning	Ongoing	YES
Monitor DSU/TSU, switches, hubs and internet connectivity, and make sure everything is operational (available for SNMP manageable devices only)	Ongoing	YES
Maintain office connectivity to the Internet	As needed	YES
<i>Security</i>		
Check firewall logs	As needed	YES
Confirm that antivirus virus definition auto updates have occurred	Daily	YES
Confirm that antispyware updates have occurred	Daily	YES
Confirm that backup has been performed on a daily basis	As needed	YES
Create new directories, shares and security groups, new accounts, disable/delete old accounts, manage account policies	As needed	YES
Permissions and file system management	As needed	YES
Set up new users including login restrictions, passwords, security, applications	As needed	YES
Set up and change security for users and applications	Ongoing	YES
Monitor for unusual activity among users	As needed	YES
<i>Applications</i>		
Ensure Microsoft Office Applications are functioning as designed	As needed	YES
Ensure Microsoft ActiveSync Applications	As needed	YES
Ensure Adobe Acrobat Applications are functioning as designed	As needed	YES
Ensure Backup Applications are functioning as designed	As needed	YES
Ensure Microsoft NTBackup Applications are functioning as	As needed	YES
Ensure Intuit Quickbooks Applications are functioning as designed	As needed	YES

**Managed Services Agreement
Appendix B (cont)**

Service Rates

Labor	Rate
Remote PC Management/Help Desk 8am-6pm M-F	INCLUDED
Remote Printer Management 8am-6pm M-F	INCLUDED
Remote Network Management 8am-6pm M-F	INCLUDED
Remote Server Management 8am-5pm M-F	INCLUDED
24x7x365 Network Monitoring	INCLUDED
Lab Labor 8am-5pm M-F	INCLUDED
Onsite Labor 8am-5pm M-F	INCLUDED
Remote PC Management/Help Desk 5:01pm-9pm M-F	\$ <u>80</u> /hr
Remote Printer Management 5:01pm-9pm M-F	\$ <u>80</u> /hr
Remote Network Management 5:01pm-9pm M-F	\$ <u>80</u> /hr
Remote Server Management 5:01pm-9pm M-F	\$ <u>80</u> /hr
Lab Labor 5:01pm-9pm M-F	\$ <u>120</u> /hr
Onsite Labor 5:01pm-9pm M-F	\$ <u>120</u> /hr
Remote Labor All Other Times	\$ <u>120</u> /hr
Lab Labor - All Other Times	\$ <u>200</u> /hr
Onsite Labor - All Other Times	\$ <u>200</u> /hr

Covered Equipment

Managed Desktops:	(Desktops & Notebooks)
Managed Printers:	all
Managed Networks:	1
Managed Servers:	2
Managed Cell/PDA:	(Smart phones & PDAs) Extra Per Device

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EXHIBIT 20

Facility Lease Agreement

NEW BIRTH

Bishop Eddie L. Long D.D., D.H.L.
Senior Pastor

June 9, 2017

Wilbert Dixon
Destiny Achievers Academy of Excellence
3595 Linecrest Road
Ellenwood, GA 30294

Dear Mr. Dixon,

This letter is to confirm that New Birth Missionary Baptist Church will allow Destiny Achievers Academy of Excellence to lease the property at 3595 Linecrest Road, Ellenwood, GA from 2019 until 2024 contingent on a successful agreement to a monetary lease payment for that period.

We look forward to continuing to work with you and wish you much success in your endeavors.

Sincerely,


Elder Maurice Waddell
Chief Operating Officer
New Birth Missionary Baptist Church

NEW BIRTH CATHEDRAL
P.O. BOX 1019 LITHONIA, GEORGIA 30058
770-696-9600 770-696-9636 FAX

www.newbirth.org

**Lease Agreement
Between
New Birth Missionary Baptist Church and Destiny Achievers Academy Of
Excellence**

This lease is made between the New Birth Missionary Baptist Church
Herein called Lessor, and the Executive Director
Of Destiny Achievers Academy Of Excellence, Inc.
Herein called Lessee.

Lessee hereby offers to lease from Lessor the premises situated in the city of Ellenwood,
County of DeKalb, State of Georgia described as Destiny Academy Of Excellence – 3595
Linecrest Road,

Upon the following TERMS and CONDITIONS:

1. **Terms and Rent.** Lessor hereby leases to Lessee and Lessee hereby hires the space presently known as: 3595 Linecrest Road the building, parking spaces, and all other adjunct property referred to below as the property.
The property is leased for a term of 96 months, to commence on July 1, 2011 and continue until June 30, 2019. The total term rental is the sum of \$0.00. The Lessee shall be responsible to pay all cost of Operations which is approximately \$75,000 per year, not to exceed \$100,000 per year. In lieu of rent the Lessee shall pay annual property taxes.
2. **Use.** Lessee shall use and occupy the premises as an Alternative Education Program for “At- Risk” kids and their families and for no other purpose. Lessor represents that the premises may be lawfully used for such purpose.
3. **Care and Maintenance of Premises.** Lessee acknowledges that the premises are in good order and repair, unless otherwise indicated herein. Lessee shall, at his own expense and at all times, maintain the premises in good and safe condition, including plate glass, electrical wiring, plumbing and heating installations and any other system or equipment upon the premises and shall surrender the same, at termination hereof, in as good condition as received, normal wear and tear excepted. Lessee shall also maintain in good condition such portions adjacent to the premises, such as sidewalks, driveways, lawns and shrubbery, which would otherwise be required to be maintained by Lessor.
4. **Alterations.** Lessee shall not, without first obtaining the written consent of Lessor, make any alterations, additions, or improvements, in to or about the premises.
5. **Ordinances and Statutes.** Lessee shall comply with all statutes, ordinances and requirements of all municipal, state and federal authorities now in force or which may hereafter be in force, pertaining to the premises, occasioned by or affecting the use thereof by Lessee.
6. **Assignment and Subletting.** Lessee shall not assign this lease without prior written consent of the Lessor, which shall not be unreasonably withheld. Subletting shall be acknowledged as long as it is complementing the program USE clause. Any such assignment without consent shall be void and at the option of the Lessor, may terminate this lease.
7. **Utilities.** All applications and connections for necessary utility services on the demised premises shall be made in the name of Lessee only, and Lessee shall be solely liable for

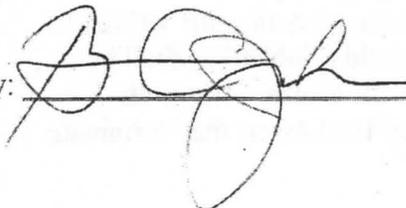
DESTINY ACADEMY OF EXCELLENCE
– Proprietary (Use Pursuant to Company Instructions)

**Lease Agreement
Between
New Birth Missionary Baptist Church and Destiny Achievers Academy Of
Excellence**

utility charges as they become due, including those for sewer, water, gas, electricity, and telephone services.

8. **Entry and Inspection.** Lessee shall permit Lessor or Lessor's agents to enter upon the premises at reasonable times and upon reasonable notice, for the purpose of inspecting the same, and will permit Lessor at any time within sixty (60) days prior to the expiration of this lease to place upon the premises and usual "To Let" or "For Lease" signs, and permit persons desiring to lease the same to inspect the premises thereafter.
9. **Indemnification of Lessor.** Lessor shall not be liable for any damage or injury to Lessee, or any other person, or to any property, occurring on the demised premises or any part thereof, and Lessee agrees to hold Lessor harmless from any claims for damages, no matter how caused.
10. **Insurance.** Lessee, at his expense, shall maintain plate glass and public liability insurance including bodily injury and property damage insuring Lessee and Lessor with minimum coverage as follows:
Lessee shall provide Lessor with a Certificate of Insurance. The Certificate shall provide for a ten-day written notice to Lessor in the event of cancellation or material change of coverage. To the extent permitted by insurance policies which may be owned by Lessor or Lessee, Lessee and Lessor, for the benefit of each other, waive any and all rights of subrogation which might otherwise exist.
11. **Attorney's Fees.** In case suit should be brought for recovery of premises or for any sum due hereunder, or because of any act which may arise out of the possession of the premises, by either party, the prevailing party shall be entitled to all costs incurred in connection with such action, including a reasonable attorney's fee.
12. **Waiver.** No failure of Lessor to enforce any term hereof shall be deemed to be a waiver.
13. **Subordination.** This lease is and shall be subordinated to all existing and future liens and encumbrances against the property.
14. **Entire Agreement.** The foregoing constitutes the entire agreement between the parties and may be modified only by a writing signed by both parties. The following Exhibits, if any, have been made a part of this lease before the parties' execution hereof:

Signed this 6th day of July, 2010.

By:  Lessor

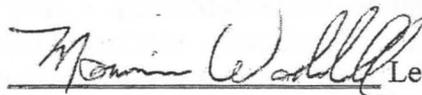
By:  Lessee

EXHIBIT 21

Certificate of Occupancy



DeKalb County
Department of Planning & Sustainability

DV240

Non-Residential Certificate of Occupancy

Installation or modification to signs at this location requires a separate Sign permit.

Project

Type: Non-Residential Permit Number: 1043812829 Project: DESTINY ACHIVERS ACADEMY
Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A
Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE
Maximum Occupancy Load :

Property

Address: 3595 LINECREST RD ELLENWOOD, GA 30294- Parcel ID: 15 005 03 002 Lot #:
Zoning: R-75 Rezoning: N/A Land Use: SUB Census: 234.05 District: 05 07

Applicant

Owner: CHURCH INC Address: P O BOX 503170 INDIANAPOLIS, IN 46250
Tenant: N/A Address: N/A

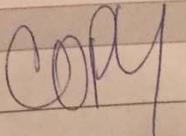
The structure has been inspected for compliance with the requirements of all codes for the occupancy and division of occupancy and the use for which the proposed occupancy is classified and the structure has been erected, to the best of the county's knowledge and belief, in compliance with all applicable county codes at the time of issuance of this certificate of occupancy. Occupancy shall be limited to the area defined by the building permit indicated above for which this certificate is issued.

In accordance with chapter 7, article ii, division 3, section 7-33(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

- (1) changes or alterations in the type of permitted use or occupancy without approval.
- (2) changes or violations of the conditions of the certificate without approval.
- (3) alterations, additions, or improvements to the building, structure, or systems without approval.

Special Stipulations and/or Conditions (If Applicable)

Date: 01/11/2012

Issued By: 

Permits, Zoning & Plans Review Supervisor

EXHIBIT 22

Facility Emergency Safety Plan

SAFE SCHOOL PLAN

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal : Dr. Charles K. Maxwell Phone No.: 404-290-8521
A.P. : Mrs. Tyra Simon Phone No.: 404-587-2798
A.P. : NA Phone No.: NA
Other Staff : Ms. Sharonda Haddock Phone No.: 678-689-9852
Counselor : Ms. Dorothy Hoyett
Teacher : Mr. Donaldo Whyte
Teacher : Dr. Herbert Adams
Custodian : Mr. Chris Jakes
Student : Trey Harden
Parent : Mr. Larry Harden
Law Enforcement: Dekalb Police Department
Fire Department: DeKalb Fire and Rescue
Other : Mrs. Geraldine Norman
Other : NA

SAFE SCHOOL PLAN

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 : 08/11/2015 September: 09/17/2015 October : 10/23/2015
August : 08/19/2015
November : 11/11/2015 December : 12/07/2015 January : 01/12/2016
February : 02/22/2016 March : 03/10/2016 April : 04/15/2016
May : 05/06/2016

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary	Poplar Springs Baptist Church	Grades	9-12
Primary	Martin Luther King, Jr H.S.	Grades	9-12
Secondary	Narvie J. Harris Theme School	Grades	9-12
Secondary	Southwest DeKalb H.S.	Grades	9-12

Tornado Drill(s):

First Semester Date: 09/17/2015 Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 08/18/2015 Second Semester Date: 02/02/2016

Type of Lockdown: Type of Lockdown:

SAFE SCHOOL PLAN

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:

Mr. Byron Johnson Mrs. Tyra Simon

Designated staff to contact Regional Superintendent:

Dr. Charles K. Maxwell Mrs. Tyra Simon

Designated staff to identify missing/absent students and staff:

Ms. Shirley Steverson Ms. Dorothy Hoyett
Mrs. Tyra Simon Ms. Sharonda Haddock

Designated staff to locate and identify the injured/sick:

Mr. Byron Johnson Mrs. Tyra Simon
Ms. Shirley Steverson Mr. Donaldo Whyte
Dr. Herbert Adams, Jr.

Designated staff to accompany injured/sick to medical facilities:

Mrs. Tyra Simon Ms. Chelsea Doyle
Ms. Tina Strong Mr. Byron Johnson
Dr. Joyce Robinson

Identified staff trained in First Aid and CPR:

Mr. Donaldo Whyte Mr. Byron Johnson
Dr. Herbert Adams, Jr. NA

Designated staff to handle telephone calls:

Ms. Sharonda Haddock Ms. Deidre Tolliver
Ms. Ann Trammell

Designated staff to receive parents/guardians at reunification site(s):

NOTE: All students must be signed out by a parent or guardian.
Please keep sign-out logs.

Mr. Byron Johnson Mrs. Mary Depass
Ms. Shirley Steverson Mrs. Geraldine Norman
Mr. Chris Jakes

Designated staff to show emergency personnel utility and ventilation shutoffs:

Dr. Charles K. Maxwell Mr. Chris Jakes

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:

Mr. David Jackson Mr. Wayne Wright
Mr. Chris Jakes

Designated staff to make temporary ID badges for staff and emergency personnel:

Ms. Helaine Woods Ms. Sharonda Haddock

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:

Dr. Charles K. Maxwell Mr. Ben C. Jakes
Mrs. Tyra Simon

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
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes
Basic First-Aid Kit	Yes
Emergency phone numbers of assistance agencies(Dekalb Police Dept., Poison Control, ect.)	Yes

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

The county-sponsored Alert Line reporting number 1-888-475-0482 is posted. Yes

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

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 lighted.	Yes
Chemical storage areas are locked and inventoried on a regular basis.	Yes
Science lab equipment and chemicals are secured and inventoried on a regular basis.	Yes
Access to bus loading areas is restricted during arrival and dismissal.	Yes
Staff members are assigned to student parking areas at arrival and dismissal.	Yes

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 hours and on field trips.	Yes
All commercial deliveries are made at one designated entrance.	Yes
All commercial deliveries are inventoried by an employee.	Yes
Delivery persons are accompanied by an employee.	Yes
All food deliveries are inspected and inventoried by food service personnel.	Yes
Students are issued parking permits for school parking only upon proof of a valid driver's license.	Yes
Student access to parking areas during the school day is restricted.	Yes

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 the cafeteria.	Yes
Student medicine procedures are available to student and parents.	Yes
Student medicine is identified by name, doctor, dispensing instructions, and is dated.	Yes
Student medicine is secured (locked) with controlled access at all times.	Yes
Students sign and date each time they take their medication.	Yes

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

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. NOTE: Parents shall not activate or deactivate the system.	Yes
The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational.	Yes
All students and staff members are brought into the building from mobile classrooms during storm warnings.	Yes
Emergency early dismissal procedures are in place and practiced.	Yes
Staff members are designated to secure the building after school hours.	Yes
A list is maintained of after-school/extra-curricular activities and programs.	Yes
On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.	Yes
The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.	Yes
The school has implemented an anti-bullying and anti-harassment program/strategy.	Yes
A procedure has been established to track reports made by students and staff of bullying and harassment incidents.	Yes
A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.	Yes
The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies.	Yes

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

EXHIBIT 23

Monthly Cash Flow Projections Revenue & Expenses First Two Year

Budget and Annual Cash Flow Projections Revenues & Expenses Five Years

5 YEAR BUDGET PROJECTION

School Name:	FY2018		FY2019		FY2020		FY2021		FY2022		FY2023		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	Notes
ASSUMPTIONS													
Number of Students			225		255		275		305		305		200 Students in Planning year. 9% average increase year over year
Facility Square Footage	15000		15000		15000		15000		15000		15000		
Number of Full Time Employees	29		29		31		33		33		33		
Full Time Employees (eligible for benefits)	29		29		31		33		33		33		
Number of Administrators	5		5		5		5		5		5		Principle, Asst Princ, Dean, Business Manager, Adm Asst
Number of Teachers	13		13		15		17		17		17		Per Staffing Matrix
Number of Other Instructional Staff	3		3		3		3		3		3		Health/PE, Counselor, Special Ed
Number of Clerical Staff	3		3		3		3		3		3		Registrar, Receptionist, 1 Part Time
Number of Maintenance Staff	2		2		2		2		2		2		Head and Asst Custodian
Number of Food Service Staff	3		3		3		3		3		3		Nutrition Manager and 2 assistants
Student Teacher Ratio			17		17		16		18		18		
Revenue Per Pupil (State and/or Local)			\$15,734		\$15,734		\$15,734		\$15,734		\$15,734		Per FTE Funding QBE Projections based on 2017/2018 School Year
Average Teacher Salary	\$46,580		\$47,977		\$49,827		\$51,461		\$53,005		\$54,595		Incorporates 3% Increase per year with a total of 4 new teachers added

REVENUES

State and/or Local Revenue (Rev Per Pupil*# of students)	\$0	0.0%	\$3,540,150	103.1%	\$4,012,170	103.1%	\$4,326,850	103.1%	\$4,798,870	103.1%	\$4,798,870	103.1%	Per FTE Funding QBE Projections based on 2017/2018 School Year
3% District Administrative Fee (Explain any changes in notes)	\$0	0.0%	(\$106,300)	-3.1%	(\$120,473)	-3.1%	(\$129,922)	-3.1%	(\$144,095)	-3.1%	(\$144,095)	-3.1%	
Misc Fees		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
2017 Budget Revenue number (Conservative)	\$2,905,529	100.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Revenues	\$2,905,529		\$3,433,850		\$3,891,697		\$4,196,928		\$4,654,775		\$4,654,775		

EXPENSES

PERSONNEL													
Principal	\$251,500	9.5%	\$259,045	9.2%	\$266,816	8.5%	\$274,821	7.1%	\$283,065	7.0%	\$291,557	7.0%	Refer to Payroll Projection Schedule
Social Services (Social Worker/Counselor/Nurse)	\$66,435	2.5%	\$68,428	2.4%	\$70,481	2.3%	\$72,595	1.9%	\$74,773	1.9%	\$77,016	1.9%	Refer to Payroll Projection Schedule
Technology Support		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	Refer to Payroll Projection Schedule
Teachers	\$605,540	22.8%	\$623,701	22.0%	\$747,405	23.9%	\$874,841	22.6%	\$901,086	22.4%	\$928,119	22.4%	Refer to Payroll Projection Schedule
Arts/PE/Comp Sci	\$49,440	1.9%	\$50,923	1.8%	\$52,451	1.7%	\$54,024	1.4%	\$55,645	1.4%	\$57,315	1.4%	Refer to Payroll Projection Schedule
Athletics/Extracurricular Coaches		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	Refer to Payroll Projection Schedule
Guidance Counselor	\$50,470	1.9%	\$51,984	1.8%	\$53,544	1.7%	\$55,150	1.4%	\$56,804	1.4%	\$58,509	1.4%	
Special Education Teacher	\$48,925	1.8%	\$50,393	1.8%	\$51,905	1.7%	\$53,462	1.4%	\$55,066	1.4%	\$56,717	1.4%	
Office Manager		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	Refer to Payroll Projection Schedule
Office Assistant	\$120,510	4.5%	\$124,125	4.4%	\$127,849	4.1%	\$131,685	3.4%	\$135,635	3.4%	\$139,704	3.4%	Refer to Payroll Projection Schedule
Business manager	\$51,500	1.9%	\$53,045	1.9%	\$54,636	1.7%	\$56,275	1.5%	\$57,964	1.4%	\$59,703	1.4%	Refer to Payroll Projection Schedule
Maintenance	\$76,670	2.9%	\$78,970	2.8%	\$81,339	2.6%	\$83,779	2.2%	\$86,293	2.1%	\$88,882	2.1%	Refer to Payroll Projection Schedule
Food Service	\$120,263	4.5%	\$123,871	4.4%	\$127,587	4.1%	\$131,414	3.4%	\$135,357	3.4%	\$139,418	3.4%	Refer to Payroll Projection Schedule
Retirement Benefits	\$225,265.96	8.5%	\$232,023.94	8.2%	\$251,044.70	8.0%	\$270,636	7.0%	\$278,755	6.9%	\$287,118	6.9%	Refer to Payroll Projection Schedule
Health Benefits	\$144,474	5.4%	\$148,808	5.3%	\$161,007	5.1%	\$173,572	4.5%	\$178,779	4.4%	\$184,142	4.5%	Refer to Payroll Projection Schedule
FICA	\$109,490.84	4.1%	\$112,775.57	4.0%	\$122,020.63	3.9%	\$131,543	3.4%	\$135,489	3.4%	\$139,554	3.4%	Refer to Payroll Projection Schedule
Other Payroll Expenses/Taxes	\$11,088	0.4%	\$11,420.64	0.4%	\$12,357	0.4%	\$13,321	0.3%	\$13,721	0.3%	\$14,132	0.3%	Refer to Payroll Projection Schedule
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Personnel	\$1,931,572	72.7%	\$1,989,513	70.3%	\$2,180,442	69.7%	\$2,377,119	61.4%	\$2,448,433	60.8%	\$2,521,886	61.0%	

INSTRUCTION													
Textbooks	\$29,250	1.1%	\$32,906	1.2%	\$37,294	1.2%	\$40,219	1.0%	\$44,606	1.1%	\$44,606	1.1%	Up to \$150 Per Student
Classroom Supplies	\$29,250	1.1%	\$29,835	1.1%	\$30,432	1.0%	\$31,040	0.8%	\$31,661	0.8%	\$32,294	0.8%	Up to \$150 Per Student
Computers	\$2,400	0.1%		0.0%		0.0%	\$183,000	4.7%	\$183,000	4.5%	\$183,000	4.4%	Upgrades beginning in Year 3 \$1,800 Per Student Spread over years 3-5
Software	\$450	0.0%	\$56,250	2.0%	\$63,750	2.0%	\$68,750	1.8%	\$76,250	1.9%	\$76,250	1.8%	Yearly Subscription Sonic Wall/starting 2018 investing \$250 per student for technology related needs
Field Trips	\$1,500	0.1%	\$4,500	0.2%	\$5,100	0.2%	\$5,500	0.1%	\$6,100	0.2%	\$6,100	0.1%	Based on FY 2016 in planning year. Years 1-5 Student Cost will increase to 20 per head
Instructional Equipment		0.0%		0.0%		0.0%	\$68,750	1.8%	\$76,250	1.9%	\$76,250	1.8%	\$250 per Student Beginning in Year 3
Library and Media Center	\$0	0.0%		0.0%		0.0%	\$27,500	0.7%	\$30,500	0.8%	\$30,500	0.7%	\$100 per Student Beginning in Year 3
Student Assessment		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Classroom Furniture	\$14,000	0.5%	\$14,000	0.5%	\$14,000	0.4%		0.0%		0.0%		0.0%	Based on Mobile Project Budget. w/room to expand over Year 1 and 2
PE Equipment		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Art Supplies		0.0%	\$11,250	0.4%	\$12,750	0.4%	\$13,750	0.4%	\$15,250	0.4%	\$15,250	0.4%	Up to \$50 Per Student
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Instruction	\$76,850	2.9%	\$148,741	5.3%	\$163,325	5.2%	\$438,509	11.3%	\$463,617	11.5%	\$464,251	11.2%	

SERVICES & SUPPLIES													
Student Uniforms	\$2,400	0.1%	\$2,448	0.1%	\$2,497	0.1%	\$2,547	0.1%	\$2,598	0.1%	\$2,650	0.1%	(Cintas) Uniforms based on FY16 actual with 2% increase per year
Athletic Program		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Office Supplies		0.0%	\$2,400	0.1%	\$2,448	0.1%	\$2,497	0.1%	\$2,547	0.1%	\$2,598	0.1%	\$100 Per month with a 2% increase thereafter
Office Furniture		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Office Computers & Software	\$0	0.0%	\$2,400	0.1%	\$2,400	0.1%	\$120,000	3.1%	\$122,400	3.0%	\$124,848	3.0%	Additional Computers Years 1&2. 3-5 Investment in Management Software Program
Printing and Copy Services	\$0	0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Postage and Shipping	\$0	0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Bookkeeping	\$72,000	2.7%	\$82,000	2.9%	\$92,000	2.9%	\$102,000	2.6%	\$132,000	3.3%	\$132,000	3.2%	Based on FY 2016 and Engagement Letter. Years 3-5 assuming two positions Salaried and Hourly
Audit	\$14,500	0.5%	\$14,500	0.5%	\$14,500	0.5%	\$14,500	0.4%	\$14,500	0.4%	\$14,500	0.4%	Based on FY 2016
Payroll Services	\$3,609	0.1%	\$3,681	0.1%	\$3,755	0.1%	\$3,830	0.1%	\$3,906	0.1%	\$3,985	0.1%	Based on FY 2016
Banking Fees	\$1,080	0.0%	\$1,102	0.0%	\$1,124	0.0%	\$1,146	0.0%	\$1,169	0.0%	\$1,192	0.0%	Based on FY 2016
Legal Services	\$10,000	0.4%	\$10,200	0.4%	\$10,404	0.3%	\$10,612	0.3%	\$10,824	0.3%	\$11,041	0.3%	Based on FY 2016
Liability & Property Insurance	\$27,167	1.0%	\$27,711	1.0%	\$28,265	0.9%	\$28,830	0.7%	\$29,407	0.7%	\$29,995	0.7%	Based on FY 2016

Staff Development	\$17,960	0.7%	\$18,319	0.6%	\$18,686	0.6%	\$19,059	0.5%	\$19,440	0.5%	\$19,829	0.5%	Based on Projected Training for FY 2017/2018.
Special Education		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Health Services		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Staff Recruitment	\$36,000	1.4%	\$36,720	1.3%	\$37,454	1.2%	\$38,203	1.0%	\$38,968	1.0%	\$39,747	1.0%	Substitute Teacher Service Contract with the option to hire
Student Recruitment		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Tech Support	\$60,000	2.3%	\$72,000	2.5%	\$130,000	4.2%	\$130,000	3.4%	\$130,000	3.2%	\$130,000	3.1%	Based on contract for FY2017/2018. Growth will require a fully dedicated IT Manager
Phone/Internet Service	\$9,630	0.4%	\$9,823	0.3%	\$10,019	0.3%	\$10,219	0.3%	\$10,424	0.3%	\$10,632	0.3%	Based on Comcast Services and Microsoft Office services for FY 2017/2018
Food Service	\$50,000	1.9%	\$51,000	1.8%	\$52,020	1.7%	\$53,060	1.4%	\$54,122	1.3%	\$55,204	1.3%	Based on FY 2016
Transportation	\$22,225	0.8%	\$22,670	0.8%	\$23,123	0.7%	\$23,585	0.6%	\$24,057	0.6%	\$24,538	0.6%	Based on Breeze ticket purchases and busing students for FY 2017/2018
Health Supplies		0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Pest Control	\$1,200	0.0%	\$1,224	0.0%	\$1,248	0.0%	\$1,273	0.0%	\$1,299	0.0%	\$1,325	0.0%	Based on FY 2016
Janitorial Supplies & Services	\$1,200	0.0%	\$1,224	0.0%	\$1,248	0.0%	\$1,273	0.0%	\$1,299	0.0%	\$1,325	0.0%	Based on FY 2016
Waste Disposal	\$0	0.0%		0.0%		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	
Marketing	\$30,000	1.1%	\$33,000	1.2%	\$36,300	1.2%	\$39,930	1.0%	\$43,923	1.1%	\$48,315	1.2%	Based on FY 2016 Contract. Includes 10% increase in years 1-5
Other	\$81,095	3.1%	\$89,205	3.2%	\$98,126	3.1%	\$107,938	2.8%	\$118,732	2.9%	\$130,605	3.2%	Based on FY 2017/2018 Budget. GA ASSOC FEES, PRP TAXES, REGISTRATION FEES, DUES AND FEES, PROF SERV COUNSELING, PURCHASED OTHER
Security	\$72,356	2.7%	\$72,355	2.6%	\$72,355	2.3%	\$72,355	1.9%	\$72,355	1.8%	\$72,355	1.7%	Based on FY 2017/2018 Budget for Security Services and Tyco Contract for Security Monitoring
Total Services & Supplies	\$512,422	19.3%	\$553,982	19.6%	\$637,972	20.4%	\$782,860	20.2%	\$833,970	20.7%	\$856,685	20.7%	

FACILITIES													
Rent/Lease/Mortgage	\$70,200	2.6%	\$71,604	2.5%	\$73,036	2.3%	\$193,036	5.0%	\$196,897	4.9%	\$200,835	4.9%	Per Contract Includes a rent payment of \$10K Per Month beginning in year 2
Grounds Maintenance	\$9,528	0.4%	\$9,719	0.3%	\$9,913	0.3%	\$10,111	0.3%	\$10,313	0.3%	\$10,520	0.3%	Per Contract
Maintenance & Repair	\$21,000	0.8%	\$21,420	0.8%	\$23,562	0.8%	\$25,918	0.7%	\$28,510	0.7%	\$31,361	0.8%	Per Contract Years 2-5 10% increase
Utilities	\$34,133	1.3%	\$34,816	1.2%	\$38,297	1.2%	\$42,127	1.1%	\$46,340	1.2%	\$50,973	1.2%	Based on FY 2017/2018 Budget. Years 2-5 10% Increase
Fire Safety and Compliance	\$480	0.0%	\$490	0.0%	\$499	0.0%	\$509	0.0%	\$520	0.0%	\$530	0.0%	Based on FY 2016
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Facilities	\$135,341	5.1%	\$138,049	4.9%	\$145,308	4.6%	\$271,702	7.0%	\$282,579	7.0%	\$294,219	7.1%	

Total Expenses	\$2,656,185		\$2,830,285		\$3,127,047		\$3,870,190		\$4,028,600		\$4,137,040		
Contingency Fund	\$120,000		\$120,000		\$180,000		\$180,000		\$240,000		\$240,000		Contingency for expansion and possible capital expenditures
Surplus (Deficit)	\$129,344		\$483,565		\$584,650		\$146,737		\$386,175		\$277,735		

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)	\$1,350,000		\$1,479,344		\$1,962,909		\$2,547,559		\$2,694,296		\$3,080,471		
Net Surplus (Deficit)	\$129,344		\$483,565		\$584,650		\$146,737		\$386,175		\$277,735		
Ending Cash	\$1,479,344		\$1,962,909		\$2,547,559		\$2,694,296		\$3,080,471		\$3,358,206		

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	\$1,350,000	\$1,360,784	\$1,371,567	\$1,382,351	\$1,393,134	\$1,403,918	\$1,414,701	\$1,425,485	\$1,436,268	\$1,447,052	\$1,457,836	\$1,468,619	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	\$242,127	\$242,127	\$242,127	\$242,127	\$242,127	\$242,127	\$242,127	\$242,127	\$242,127	\$242,127	\$242,127	\$242,132	\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
(B) Total Receipts	\$242,127	\$242,132	\$0										

Cash Disbursements:

PERSONNEL														
Principal	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,958	\$20,962	\$251,500
Social Services (Social Worker/Counselor/Nurse)	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$5,536	\$66,435
Technology Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teachers	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,461	\$50,469	\$605,540
Arts/PE/Comp Sci	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$4,120	\$49,440
Athletics/Extracurricular Coaches														\$0
Guidance Counselor	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,205	\$4,215	\$50,470
Special Education Teacher	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,077	\$4,078	\$48,925
Office Manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Assistant	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$10,043	\$120,510
Business manager	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,291	\$4,299	\$51,500
Maintenance	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,389	\$6,391	\$76,670
Food Service	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,021	\$10,032	\$120,263
Retirement Benefits	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,772	\$18,774	\$225,266
Health Benefits	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$12,040	\$144,474
FICA	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,124	\$9,127	\$109,491
Other Payroll Expenses/Taxes	\$924	\$924	\$924	\$924	\$924	\$924	\$924	\$924	\$924	\$924	\$924	\$924	\$924	\$11,088
													\$0	
													\$0	
Total Personnel	\$160,960	\$161,009	\$1,931,572											

INSTRUCTION														
Textbooks	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,432	\$29,250
Classroom Supplies	\$2,438.00	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,438	\$2,432	\$29,250
Computers	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,400
Software	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$37.50	\$450
Field Trips	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$125.00	\$1,500
Instructional Equipment														\$0
Library and Media Center	\$0.00	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Assessment														\$0
Classroom Furniture	\$1,166.67	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$1,167	\$14,000
PE Equipment														\$0
Art Supplies														\$0
													\$0	
Total Instruction	\$6,405	\$6,393	\$76,850											

SERVICES & SUPPLIES													
Student Uniforms	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,400
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Computers & Software	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Printing and Copy Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookkeeping	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$72,000
Audit	\$1,208.33	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$14,500
Payroll Services	\$300.75	\$301	\$301	\$301	\$301	\$301	\$301	\$301	\$301	\$301	\$301	\$301	\$3,609
Banking Fees	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$90	\$1,080
Legal Services	\$833.33	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Liability & Property Insurance	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$2,264	\$27,167
Staff Development	\$1,496.00	\$1,496	\$1,496	\$1,496	\$1,496	\$1,496	\$1,496	\$1,496	\$1,496	\$1,496	\$1,496	\$1,504	\$17,960
Special Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Recruitment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$36,000
Student Recruitment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Tech Support	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$60,000
Phone/Internet Service	\$802.50	\$803	\$803	\$803	\$803	\$803	\$803	\$803	\$803	\$803	\$803	\$803	\$9,630
Food Service	\$4,166.67	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$50,000
Transportation	\$1,852.08	\$1,852	\$1,852	\$1,852	\$1,852	\$1,852	\$1,852	\$1,852	\$1,852	\$1,852	\$1,852	\$1,852	\$22,225
Health Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Pest Control	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,200
Janitorial Supplies & Services	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$100	\$1,200
Waste Disposal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Marketing	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Other	\$6,757	\$6,757	\$6,757	\$6,757	\$6,757	\$6,757	\$6,757	\$6,757	\$6,757	\$6,757	\$6,757	\$6,768	\$81,095
Security	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,037	\$72,356
Total Services & Supplies	\$42,700	\$42,727	\$512,422										
FACILITIES													
Rent/Lease/Mortgage	\$5,850.00	\$5,850	\$5,850	\$5,850	\$5,850	\$5,850	\$5,850	\$5,850	\$5,850	\$5,850	\$5,850	\$5,850	\$70,200
Grounds Maintenance	\$794.00	\$794	\$794	\$794	\$794	\$794	\$794	\$794	\$794	\$794	\$794	\$794	\$9,528
Maintenance & Repair	\$1,750.00	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$1,750	\$21,000
Utilities	\$2,844.42	\$2,844	\$2,844	\$2,844	\$2,844	\$2,844	\$2,844	\$2,844	\$2,844	\$2,844	\$2,844	\$2,844	\$34,133
Fire Safety and Compliance	\$40.00	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$480
													\$0
													\$0
Total Facilities	\$11,278	\$135,341											
(C) TOTAL DISBURSEMENTS	\$221,343	\$221,407	\$2,656,185										
CONTINGENCY FUND	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$120,000
(D) NET REVENUE	\$10,784	\$10,725	(\$2,776,185)										
ENDING CASH (A+D)	\$1,360,784	\$1,371,567	\$1,382,351	\$1,393,134	\$1,403,918	\$1,414,701	\$1,425,485	\$1,436,268	\$1,447,052	\$1,457,836	\$1,468,619	\$1,479,344	

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	\$1,479,344	\$1,519,654	\$1,559,964	\$1,600,274	\$1,640,584	\$1,680,894	\$1,721,204	\$1,761,513	\$1,801,823	\$1,842,133	\$1,882,443	\$1,922,753	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	\$286,154.00	\$286,154	\$286,154	\$286,154	\$286,154	\$286,154	\$286,154	\$286,154	\$286,154	\$286,154	\$286,154	\$286,156	\$3,433,850
meals													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
(B) Total Receipts	\$286,154	\$286,156	\$3,433,850										

Cash Disbursements:

PERSONNEL													
Principal	\$21,587	\$21,587	\$21,587	\$21,587	\$21,587	\$21,587	\$21,587	\$21,587	\$21,587	\$21,587	\$21,587	\$21,588	\$259,045
Social Services (Social Worker/Counselor/Nurse)	\$5,702	\$5,702	\$5,702	\$5,702	\$5,702	\$5,702	\$5,702	\$5,702	\$5,702	\$5,702	\$5,702	\$5,706	\$68,428
Technology Support													\$0
Teachers	\$51,975	\$51,975	\$51,975	\$51,975	\$51,975	\$51,975	\$51,975	\$51,975	\$51,975	\$51,975	\$51,975	\$51,976	\$623,701
Arts/PE/Comp Sci	\$4,243.60	\$4,244	\$4,244	\$4,244	\$4,244	\$4,244	\$4,244	\$4,244	\$4,244	\$4,244	\$4,244	\$4,244	\$50,923
Athletics/Extracurricular Coaches													\$0
Guidance Counselor	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$4,332	\$51,984
Special Education Teacher	\$4,199	\$4,199	\$4,199	\$4,199	\$4,199	\$4,199	\$4,199	\$4,199	\$4,199	\$4,199	\$4,199	\$4,204	\$50,393
Office Manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Assistant	\$10,343	\$10,343	\$10,343	\$10,343	\$10,343	\$10,343	\$10,343	\$10,343	\$10,343	\$10,343	\$10,343	\$10,352	\$124,125
Business manager	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,420	\$4,425	\$53,045
Maintenance	\$6,580	\$6,580	\$6,580	\$6,580	\$6,580	\$6,580	\$6,580	\$6,580	\$6,580	\$6,580	\$6,580	\$6,590	\$78,970
Food Service	\$10,322	\$10,322	\$10,322	\$10,322	\$10,322	\$10,322	\$10,322	\$10,322	\$10,322	\$10,322	\$10,322	\$10,329	\$123,871
Retirement Benefits	\$19,335	\$19,335	\$19,335	\$19,335	\$19,335	\$19,335	\$19,335	\$19,335	\$19,335	\$19,335	\$19,335	\$19,339	\$232,024
Health Benefits	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$12,408	\$148,808
FICA	\$9,397	\$9,397	\$9,397	\$9,397	\$9,397	\$9,397	\$9,397	\$9,397	\$9,397	\$9,397	\$9,397	\$9,409	\$112,776
Other Payroll Expenses/Taxes	\$952	\$952	\$952	\$952	\$952	\$952	\$952	\$952	\$952	\$952	\$952	\$952	\$11,421
													\$0
													\$0
Total Personnel	\$165,787	\$165,853	\$1,989,513										

INSTRUCTION													
Textbooks	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742	\$2,742	\$2,744	\$32,906
Classroom Supplies	\$2,486	\$2,486	\$2,486	\$2,486	\$2,486	\$2,486	\$2,486	\$2,486	\$2,486	\$2,486	\$2,486	\$2,489	\$29,835
Computers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$56,250
Field Trips	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$375	\$4,500
Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library and Media Center	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Assessment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furniture	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,174	\$14,000
PE Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Art Supplies	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$11,250
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Total Instruction	\$12,394	\$12,407	\$148,741										
SERVICES & SUPPLIES													
Student Uniforms	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$2,448
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,400
Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Computers & Software	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,400
Printing and Copy Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookkeeping	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,833	\$6,837	\$82,000
Audit	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,212	\$14,500
Payroll Services	\$306	\$306	\$306	\$306	\$306	\$306	\$306	\$306	\$306	\$306	\$306	\$315	\$3,681
Banking Fees	\$91	\$91	\$91	\$91	\$91	\$91	\$91	\$91	\$91	\$91	\$91	\$101	\$1,102
Legal Services	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$850	\$10,200
Liability & Property Insurance	\$2,309	\$2,309	\$2,309	\$2,309	\$2,309	\$2,309	\$2,309	\$2,309	\$2,309	\$2,309	\$2,309	\$2,312	\$27,711
Staff Development	\$1,526	\$1,526	\$1,526	\$1,526	\$1,526	\$1,526	\$1,526	\$1,526	\$1,526	\$1,526	\$1,526	\$1,533	\$18,319
Special Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Recruitment	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$3,060	\$36,720
Student Recruitment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Tech Support	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$72,000
Phone/Internet Service	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$818	\$825	\$9,823
Food Service	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$4,250	\$51,000
Transportation	\$1,889	\$1,889	\$1,889	\$1,889	\$1,889	\$1,889	\$1,889	\$1,889	\$1,889	\$1,889	\$1,889	\$1,891	\$22,670
Health Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Pest Control	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$1,224
Janitorial Supplies & Services	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$102	\$1,224
Waste Disposal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Marketing	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$2,750	\$33,000
Other	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$7,434	\$89,205
Security	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,036	\$72,355
Total Services & Supplies	\$46,161	\$46,214	\$553,982										
FACILITIES													
Rent/Lease/Mortgage	\$5,967.00	\$5,967	\$5,967	\$5,967	\$5,967	\$5,967	\$5,967	\$5,967	\$5,967	\$5,967	\$5,967	\$5,967	\$71,604
Grounds Maintenance	\$809.00	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$809	\$9,719
Maintenance & Repair	\$1,785.00	\$1,785	\$1,785	\$1,785	\$1,785	\$1,785	\$1,785	\$1,785	\$1,785	\$1,785	\$1,785	\$1,785	\$21,420
Utilities	\$2,901.00	\$2,901	\$2,901	\$2,901	\$2,901	\$2,901	\$2,901	\$2,901	\$2,901	\$2,901	\$2,901	\$2,905	\$34,816
Fire Safety and Compliance	\$40.00	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$40	\$50	\$490
													\$0
													\$0
Total Facilities	\$11,502	\$11,527	\$138,049										
(C) TOTAL DISBURSEMENTS	\$235,844	\$236,001	\$2,830,285										
CONTINGENCY FUND	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$120,000
(D) NET REVENUE (B-C)	\$40,310	\$40,155	\$483,565										
ENDING CASH (A+D)	\$1,519,654	\$1,559,964	\$1,600,274	\$1,640,584	\$1,680,894	\$1,721,204	\$1,761,513	\$1,801,823	\$1,842,133	\$1,882,443	\$1,922,753	\$1,962,909	

CASH FLOW PROJECTIONS-YEAR 2

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	\$1,962,909	\$2,011,645	\$2,060,382	\$2,109,119	\$2,157,856	\$2,206,593	\$2,255,329	\$2,304,066	\$2,352,803	\$2,401,540	\$2,450,277	\$2,499,013	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	\$324,308	\$324,308	\$324,308	\$324,308	\$324,308	\$324,308	\$324,308	\$324,308	\$324,308	\$324,308	\$324,308	\$324,309	\$3,891,697
meals													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
													\$0
(B) Total Receipts	\$324,308	\$324,309	\$3,891,697										

Cash Disbursements:

PERSONNEL													
Principal	\$22,234	\$22,234	\$22,234	\$22,234	\$22,234	\$22,234	\$22,234	\$22,234	\$22,234	\$22,234	\$22,234	\$22,242	\$266,816
Social Services (Social Worker/Counselor/Nurse)	\$5,873	\$5,873	\$5,873	\$5,873	\$5,873	\$5,873	\$5,873	\$5,873	\$5,873	\$5,873	\$5,873	\$5,878	\$70,481
Technology Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teachers	\$62,283	\$62,283	\$62,283	\$62,283	\$62,283	\$62,283	\$62,283	\$62,283	\$62,283	\$62,283	\$62,283	\$62,292	\$747,405
Arts/PE/Comp Sci	\$4,370	\$4,370	\$4,370	\$4,370	\$4,370	\$4,370	\$4,370	\$4,370	\$4,370	\$4,370	\$4,370	\$4,381	\$52,451
Athletics/Extracurricular Coaches	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Guidance Counselor	\$4,461	\$4,461	\$4,461	\$4,461	\$4,461	\$4,461	\$4,461	\$4,461	\$4,461	\$4,461	\$4,461	\$4,473	\$53,544
Special Education Teacher	\$4,325	\$4,325	\$4,325	\$4,325	\$4,325	\$4,325	\$4,325	\$4,325	\$4,325	\$4,325	\$4,325	\$4,330	\$51,905
Office Manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Assistant	\$10,654	\$10,654	\$10,654	\$10,654	\$10,654	\$10,654	\$10,654	\$10,654	\$10,654	\$10,654	\$10,654	\$10,655	\$127,849
Business manager	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$4,553	\$54,636
Maintenance	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,778	\$6,781	\$81,339
Food Service	\$10,632	\$10,632	\$10,632	\$10,632	\$10,632	\$10,632	\$10,632	\$10,632	\$10,632	\$10,632	\$10,632	\$10,635	\$127,587
Retirement Benefits	\$20,920	\$20,920	\$20,920	\$20,920	\$20,920	\$20,920	\$20,920	\$20,920	\$20,920	\$20,920	\$20,920	\$20,925	\$251,045
Health Benefits	\$13,417	\$13,417	\$13,417	\$13,417	\$13,417	\$13,417	\$13,417	\$13,417	\$13,417	\$13,417	\$13,417	\$13,420	\$161,007
FICA	\$10,168	\$10,168	\$10,168	\$10,168	\$10,168	\$10,168	\$10,168	\$10,168	\$10,168	\$10,168	\$10,168	\$10,173	\$122,021
Other Payroll Expenses/Taxes	\$1,029	\$1,029	\$1,029	\$1,029	\$1,029	\$1,029	\$1,029	\$1,029	\$1,029	\$1,029	\$1,029	\$1,038	\$12,357
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Personnel	\$181,697	\$181,775	\$2,180,442										

INSTRUCTION													
Textbooks	\$3,107	\$3,107	\$3,107	\$3,107	\$3,107	\$3,107	\$3,107	\$3,107	\$3,107	\$3,107	\$3,107	\$3,117	\$37,294
Classroom Supplies	\$2,535	\$2,535	\$2,535	\$2,535	\$2,535	\$2,535	\$2,535	\$2,535	\$2,535	\$2,535	\$2,535	\$2,547	\$30,432
Computers	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Software	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$5,313	\$63,750
Field Trips	\$425	\$425	\$425	\$425	\$425	\$425	\$425	\$425	\$425	\$425	\$425	\$425	\$5,100
Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library and Media Center	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Assessment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furniture	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,166	\$1,174	\$14,000
PE Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Art Supplies	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$1,063	\$12,750
work study	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Out of state field study	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

														\$0
														\$0
Total Instruction	\$13,608	\$13,637	\$163,325											

SERVICES & SUPPLIES

Student Uniforms	\$208.08	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$2,497
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Supplies	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$204	\$2,448
Office Furniture	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Computers & Software	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$2,400
Printing and Copy Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Postage and Shipping	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookkeeping	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,666	\$7,674	\$92,000
Audit	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,208	\$1,212	\$14,500
Payroll Services	\$312	\$312	\$312	\$312	\$312	\$312	\$312	\$312	\$312	\$312	\$312	\$312	\$323	\$3,755
Banking Fees	\$93	\$93	\$93	\$93	\$93	\$93	\$93	\$93	\$93	\$93	\$93	\$93	\$101	\$1,124
Legal Services	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$867	\$10,404
Liability & Property Insurance	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,355	\$2,360	\$28,265
Staff Development	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,557	\$1,559	\$18,686
Special Education	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Staff Recruitment	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$3,121	\$37,454
Student Recruitment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Tech Support	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,833	\$10,837	\$130,000
Phone/Internet Service	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$834	\$845	\$10,019
Food Service	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$4,335	\$52,020
Transportation	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,926	\$1,937	\$23,123
Health Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Pest Control	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$1,248
Janitorial Supplies & Services	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$104	\$1,248
Waste Disposal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Marketing	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$3,025	\$36,300
	\$8,177.00	\$8,177	\$8,177	\$8,177	\$8,177	\$8,177	\$8,177	\$8,177	\$8,177	\$8,177	\$8,177	\$8,177	\$8,179	\$98,126
	\$6,029.00	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,029	\$6,036	\$72,355
Total Services & Supplies	\$53,158	\$53,230	\$637,972											

FACILITIES

Rent/Lease/Mortgage	\$6,086.34	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$6,086	\$73,036
Grounds Maintenance	\$826.00	\$826	\$826	\$826	\$826	\$826	\$826	\$826	\$826	\$826	\$826	\$826	\$827	\$9,913
Maintenance & Repair	\$1,963.50	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$1,964	\$23,562
Utilities	\$3,191.00	\$3,191	\$3,191	\$3,191	\$3,191	\$3,191	\$3,191	\$3,191	\$3,191	\$3,191	\$3,191	\$3,191	\$3,196	\$38,297
Fire Safety and Compliance	\$41.00	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$41	\$48	\$499
														\$0
														\$0
Total Facilities	\$12,108	\$12,121	\$145,308											

(C) TOTAL DISPURSEMENTS	\$260,571	\$260,764	\$3,127,047											
CONTINGENCY FUND	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$180,000
(D) NET REVENUE (B-C)	\$48,737	\$48,545	\$584,650											
ENDING CASH (A+D)	\$2,011,645	\$2,060,382	\$2,109,119	\$2,157,856	\$2,206,593	\$2,255,329	\$2,304,066	\$2,352,803	\$2,401,540	\$2,450,277	\$2,499,013	\$2,547,559		

School Name:	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
Surplus (Deficit)	OK	OK	OK	OK	OK	OK
Ending Cash Balance	OK	OK	OK	OK	OK	OK
Total Facilities Costs>15% of Total Expenses	OK	OK	OK	OK	OK	OK

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	YES	YES			
--	-----	-----	-----	--	--	--

EXHIBIT 24

Resume Chief Financial Officer

BRIAN HARGE

285 Centennial Olympic Park DR NW • Atlanta, GA 30313 • 702.423.2703 • brian.harge@hkstrategicpartners.com

SUMMARY OF QUALIFICATIONS

High-energy leader experienced in leading International Company with revenues exceeding \$50 Million. Diverse and functional expertise in revenue growth, financial management, and driving operational excellence. Experienced in financial reporting and audit preparation, with excellent written and verbal communication skills.

Skill Proficiencies

- Financial Statement Analysis & Modeling
- Great Plains & Report Writer
- Payroll Processing
- Cash Flow Management
- Expansion/New Market Development
- Advanced Excel
- 401K Management
- Budget/Forecast Preparation
- Income & Sales Tax Preparation
- IT Assessment and solutions
- Contract Negotiations
- Cash Flow Management
- Auditing
- Creating Business Plans
- Restructuring Experience
- Development of Accounting systems
- Inventory Control
- Expense Control
- Mergers & Acquisitions
- Enterprise Risk Management
- Project Management

PROFESSIONAL EXPERIENCE

PPI, Inc.

June 2012 – June 2016

Sr. Vice President & Chief Operating Officer International (formerly General Manager International)

Developed U.S. and Canadian PPI financial and operation strategies. Directed and managed all activities related to ensuring all operating functions perform according to established goals and criteria as determined by the CEO. Responsible for the overall management and performance for Finance, Purchasing, Inventory Control, Warehousing, Order Fulfillment, and Information Technology while maintaining budget and capital expenditure goals.

Key Contributions:

- Overseen and managed all financial reporting and analysis functions for the company.
- Provided reliable financial recommendations to shareholders and board of directors following appropriate analysis of financial data.
- Appraised the organization's financial position and issued periodic reports on organization's financial stability, liquidity, and growth.
- Responsible for budgeting, audit, tax, accounting, information technology, purchasing, facility, and long range forecasting.
- Established and overseen all information technology hardware, software, and technology systems asset management to ensure absolutely limited downtime to all end users.
- Managed administration of all insurance activities: general liability, property and casualty, worker's compensation, automobile coverage.
- Directed the accounting personnel in providing and maintaining proper records for adequate accounting controls and services.
- Implemented and managed all operational directives established by the CEO for company revenue and profitability growth.

BRIAN HARGE

285 Centennial Olympic Park DR NW • Atlanta, GA 30313 • 702.423.2703 • brian.harge@hkstrategicpartners.com

- Identified and developed written standard operating procedures for purchasing, inventory management, and order fulfillment practices to meet or exceed customer needs.
- Provided coaching, counseling, performance management feedback and development opportunities for accounting and operations personnel.
- Developed and monitored Canadian operations budget and oversight of financial records
- Negotiated business contracts saving the company over \$1MM

PPI, Inc.

June 2005 – June 2012

Finance Manager/Financial Planning and Analysis (formerly International Administrator)

Worked closely with CEO to maximize revenue streams, and minimize expenses. Audited International financial statements. Overseen all software development and IT projects. Prepared consolidated financial statements. Reviewed and updated corporate policies pertaining to industry standards/changes. Identified revenue issues and presented goals and objectives to reach benchmarks. Effectively managed \$12MM international sister company

Key Contributions:

- Managed international team that achieved corporate goals for growth
- Managed the launch and development of an international warehouse operation
- Responsible for managing IT functions and ERP systems including project management for new systems
- Prepared and delivered to management, under extremely quick turnaround timelines, accurate monthly, quarterly, and annual financial statements
- Reviewed and approved purchase orders, and corporate credit card transactions
- Developed and enforced policy for corporate credit card use and distribute credit cards to authorized users
- Special project manager as needed or requested by the Chief Executive Officer

Hilton Charlotte Center City – Charlotte, North Carolina

March 2004-May 2005

Income Auditor (Junior Accountant)

Processed and prepared corporate daily reports and statements. Monitored financial transactions with strict attention to detail. Reconciled payroll and prepared credit card batches for settlement. Assisted Controller with Month end duties, and projects. Supported monthly close activities. Verified cash deposits, and prepared journals.

EDUCATION AND TRAINING

University of North Carolina Wilmington, Wilmington, NC May 2003

B.S. in Business Administration: Accountancy

B.S. in Business Administration: Information Systems

University of Nevada Las Vegas, Las Vegas, NV Spring 2012

MBA Course-Market Opportunity Analysis

University of California Los Angeles, March 2017

Internal Auditing

COMMUNITY INVOLVEMENT/CHARITY

Organizer of PPI Corporate Charity Golf Tournament

ENTREPRENEURSHIP ACTIVITIES

Co-Founder of Sports Entertainment Gear, Inc. & 2013 Southern Nevada Business Plan Competition Winner

EXHIBIT 25

Signed Assurances Form

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 ***Destiny Achievers Academy of Excellence*** located in **DeKalb** County is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
13. Shall provide state and federally mandated services for English Language Learners, as applicable;

14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
15. Shall notify the state of any intent to contract with a for-profit entity for education and/or management services;
16. Shall notify the state of any changes in for-profit entity contracted with for education and/or management services;
17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
18. Shall comply with federal due process procedures regarding student discipline and dismissal;
19. Shall be subject to all laws relating to unlawful conduct in or near a public school;
20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
22. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
23. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;
26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
27. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term and all other facility requirements as established by the Department;
28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in this state;
30. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule 160-4-9-.05(2)(h)(1);
31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;
32. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
33. Shall ensure that 90% of QBE funds earned for out-of-system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and

34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 31st day of July, 2017.



Governing Board Chair, Charter School

8/2/17

Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the _____ Board of Education on the _____ day of _____, 2017.

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

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



Governing Board Chair, Charter School

8/2/17

Date

Chair, Local Board of Education

Date

Superintendent, Local Board of Education

Date

EXHIBIT 26

School Signed Affidavit



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

O.C.G.A. § 50-36-1(e)(2) Affidavit

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

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

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

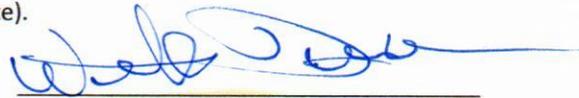
The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

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

Drivers License

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

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



Signature of Governing Board Chair

Wilbert Dixon

Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN

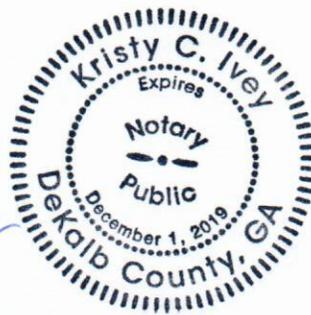
BEFORE ME ON THIS THE

3 DAY OF August, 2017



NOTARY PUBLIC

My Commission Expires: 12-1-19



USA
Georgia
GOVERNOR Nathan Deal
COMMISSIONER Rick Riley

051542

DRIVER'S LICENSE

DL NO. 053475789 DOB 05/15/1942
CLASS C EXP 05/15/2021
WILBERT DIXON

6684 ETTERLEE DR
STONE MTN, GA 30087-4681
DEKALB

Restrictions B End NONE
Iss 03/16/2016

Sex M Eyes BRO
Hgt 5'-07" Wgt 208 lb

DD: 265536952640047889

DONOR



EXHIBIT 27

Local Board of Education Resolution Approving Charter School Application

Destiny Achievers Academy of Excellence

The LBOE Resolution Approving DAAOE will be included in the Charter Petition once it is approved by the DeKalb County Board of Education and will be part of the Application to the SBOE.

EXHIBIT 28

State Board of Education Resolution Approving Charter School Application

Memorandum

TO: Kelli Peterson, M.Ed, Coordinator, DeKalb County Charter Schools
FR: Wilbert Dixon, Chair
DATE: August 10, 2017
RE: **Exhibit 28: Governing Board Approval – The Charter School Application; Initial Compliance Check – Charter School Renewal Application**
CC: Members of the DAAOE Governance Board
Dr. Kelvin Griffin, Principal of DAAOE
Laura Stowell, Director, DeKalb County Charter Schools

This is to inform you that the Destiny Achievers Governance Board, voted on July 31st, at a Special Called Board meeting to *approve and submit the Renewal Petition* to the DeKalb County Schools Charter School offices.

The vote was 5-0 in support of approval of the document and the submission of the document. Further, the board requested that the Chairperson sign on behalf of the board members in attendance.

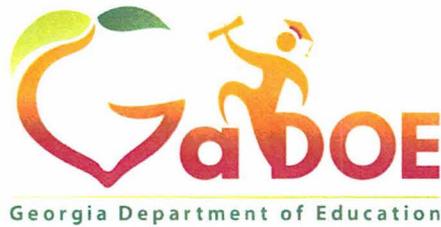
This memorandum is sent in compliance for our Renewal Application. Members in attendance:

Mr. Wilbert Dixon
Ms. Roshelle Denise Hudson
Dr. Betty Jones
Ms. Llona Speede
Marie Watson, Esq.



Wilbert Dixon, Chair of the DAAOE Governance Board

8/10/2017
Date



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

June 23, 2016

VIA U.S. MAIL

Mr. Wilbert Dixon
c/o The Principal
Destiny Achievers Academy of Excellence
3595 Linecrest Road
Ellenwood, Georgia 30294

Dear Mr. Dixon:

RE: Destiny Achievers Academy of Excellence Executed Charter Amendment

Enclosed please find the executed Charter Amendment for Destiny Achievers Academy of Excellence. For your reference, please familiarize yourself with the State Board of Education's Charter Schools Rules and Guidelines. The Charter Schools Rules, enacted by the State Board of Education in September 2011 and accompanying Guidelines are available on the Charter Schools Division webpage at <http://www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx>, under the heading "Rules and Regulations".

Congratulations on your charter status and please let us know should you have any questions.

Sincerely,



Janelle Cornwall
Staff Attorney

- c Louis Erste, Associate State Superintendent for Policy, Charter Schools, District Flexibility, and Governmental Affairs
- Dr. Stephen Green, Superintendent, DeKalb County Schools
- Marcee Campbell, DeKalb County Schools

Enclosure: Destiny Achievers Academy of Excellence - Executed Charter Amendment

CHARTER CONTRACT AMENDMENT

This amendment hereinafter referred to as "Amendment #1" is made and entered into by and between the State Board of Education, the DeKalb County Board of Education, and the authorized representative for Destiny Achievers Academy of Excellence.

WHEREAS, the aforementioned parties entered into a charter contract on or about March 20, 2012 for the operation of Destiny Achievers Academy of Excellence, a start-up charter school; and,

WHEREAS, the aforementioned parties sought to maximize academic and financial accountability.

NOW THEREFORE, the parties hereto mutually agree that:

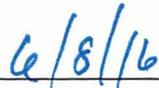
Paragraph 2 of the charter contract shall be revised to extend the charter term by two years and shall read as follows:

"Charter Term. The State Board grants this Charter to Petitioner to operate the Charter School for a seven-year term beginning on July 1, 2011, and expiring on June 30, 2018."

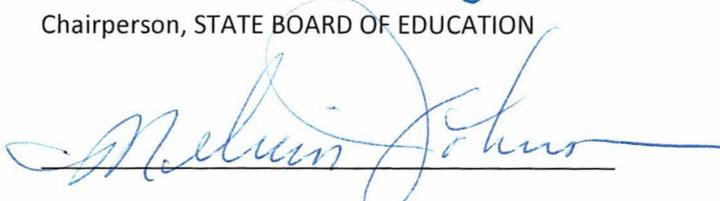
Except as amended herein, all other terms and conditions of the charter contract, and subsequent amendments to the charter contract, if any, shall remain in full force and effect.



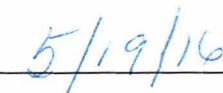
Chairperson, STATE BOARD OF EDUCATION



(Date)



Chairperson, DEKALB COUNTY BOARD OF EDUCATION

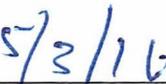


(Date)



Authorized Representative,

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE



(Date)



DESTINY ACHIEVERS ACADEMY OF EXCELLENCE

3595 Linecrest Rd
Ellenwood, GA 30294

Strategic Plan
2016 – 2018

Adopted by the DAAOE Governing Board on:

Developed in Collaboration with



Your advocate for better schools.

www.gacharters.org

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	Detailed Goals, Measures, Action Steps	
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I. Destiny Achievers Academy of Excellence

Mission, Vision and Key Elements

Mission

The mission of DAAOE is to provide uniquely challenged students with the highest level of academic opportunity by promoting high social and community standards while employing high expectations in a highly structured and supportive environment; thereby ensuring that all students will be given ample opportunities, experiences and the academic preparation needed for graduation and postsecondary opportunities, including college and entry into the workforce.

Vision

To ensure that graduates enter post-secondary studies and the workforce prepared to succeed.

Design

About Us. DAAOE is a non-traditional charter high school that provides extra support for students who find themselves deficient in accumulated credits toward graduation, students for whom there is simply no place in a traditional high school setting, and older students whose life challenges prevented them from finishing their education in the usual fashion. Upon enrollment, each DAAOE student receives their own Credit Recovery Plan, mapped out to help them reach their graduation goals and developed as a cooperative effort between the student, their counselor, and their parents.

Class Schedule. DAAOE offers six courses each semester during the school day, an extended weekday course option, an Advisory course, and Destiny Online using the platform Odysseyware.

Community Outreach. DAAOE is not confined to the classroom. We organize field trips, invite guest speakers to address our students and encourage students to interact with, and serve, the community through a number of community service initiatives.

Standards

Destiny Achievers Academy of Excellence follows the educational guidelines of the Georgia Standards of Excellence (GSE) and the Georgia Performance Standards (GPS).

Core Values

Committed to Getting Students on Track and keeping them on track for the course of their time with us. Committed to creating and maintaining a safe learning environment within a strong school culture in which teachers, school leaders, parents and students are all focused on increasing student achievement.

Focused on College and Career Preparation providing all of our students with a rigorous, relevant, and engaging curriculum as well as requiring all seniors to complete a Career-Related Capstone Project.

Teaching for Mastery. Our teaching staff do not simply follow a curriculum they focus on providing each student with an in depth understanding of the subject matter, providing remediation, acceleration, and more time on task to learn and master key academic standards as needed.

Providing Wrap-Around Support by ensuring support that responds to students' academic and social needs and expecting and receiving help from families and community partners. These services will be provided by external agencies and will provide services such as mobile therapy services, behavioral specialist consulting, and psychological evaluations.

Valuing Professional Learning. Although our principal serves as an instructional leader each one of our teachers are involved in the collaborative effort and actively engaged in ongoing professional development throughout the year.

Accountable. We will be a well-run organization with a strong, active governing board that generates creative solutions to all the challenges that arise.

Parent Involvement

The parents and guardians of DAAOE students are a vital and integral part of the school's overall dynamic structure. It is our goal to involve parents in any and every way that they wish, from volunteering in the classroom, chaperoning field trips, and assisting during school event. Furthermore, we have a Parent Liaison that consistently communicates to parents and guardians weekly.

History of DAAOE

As a program alternative for students experiencing issues with the legal justice system, Destiny Academy initially opened in 2008. Enrollment was generated by the DeKalb County Student Services Department as students were referred to Destiny Academy by the department as an alternative to expulsion. As a result of its success with these students, in 2010, Destiny Academy was invited to form a start-up charter high school. Destiny Achievers Academy of Excellence start-up petition was approved for operation as a charter high school for the school years 2011-2016. Destiny Achievers Academy of Excellence serves grades 9-12. Our enrollment has grown steadily from 30 students to a current enrollment of 182 students. The school's innovations have included an older student initiative, Saturday tutorials, credit recovery, extended day classes and dual enrollment options with other local district schools and local colleges to create a school without walls. An advisory period was added to the daily schedule to foster the development of life skills and promote college and career readiness.

II. SWOT Analysis

The DAAOE administrative team worked collaboratively to identify the following:

1. The organization's primary programmatic, operational, and administrative strengths and weaknesses.
2. What opportunities exist to further the school's mission and ensure that all charter goals are attained?
3. What threats may impede attainment of goals?
4. Any internal forces working for or against the organization achieving its stated mission.

Internal Strengths	Internal Weaknesses
<ul style="list-style-type: none"> • Academic celebrations • Recruitment of students • Cultural celebrations • Stakeholders have a voice • Student ability to recover credits and graduate with their cohort • Board members have career diversity • Supportive board • Common planning • Charter fidelity • Master scheduling 	<ul style="list-style-type: none"> • Student achievement • Facility space • Staffing highly qualified teachers • Parental Involvement • Parental education • Transportation for students • Policies and procedures • Student attendance • Board governance/development • Standards-based instruction • Positive Behavior Intervention Strategies (PBIS) • Logistics in financial management • Community involvement • Community partnerships • Instructional framework • District support • Curriculum support
Internal Opportunities	Internal Threats
<ul style="list-style-type: none"> • Blended learning approach • Professional learning communities • Advisement program • Online Program (Odysseyware) • Extended day • Parent Liaison • Parent workshops • Instructional expectations • Curriculum planning • Unit assessments • Data Analysis and Talks 	<ul style="list-style-type: none"> • Technology • Teacher attrition • Teacher and administrator salary schedules • Transportation • Limited physical space • Funding

Authorizer Expectations

In order to establish a high quality charter school all stakeholders, particularly the governing board and leadership team, must fully understand authorizer expectations. The following list of expectations was used to guide the SWOT and visioning discussions:



III. DAAOE Strategic Plan Strategic Initiatives

Overview of Initiatives and Goals

Initiative I: Literacy

- **Goal 1:** To increase the percentage of students scoring at the Developing, Proficient, and Distinguished achievement levels in the 9th Grade Literature and American Literature Georgia Milestones EOC.
- **Goal 2:** To increase the percentage of students achieving a minimum Lexile score of 1275 in the American Literature Georgia Milestones EOC.
- **Goal 3:** To increase the reading Lexile level of all students.
- **Goal 4:** To increase students 'enjoyment of reading.

Initiative II: Math

- **Goal 1:** To increase the percentage of students scoring at the Developing, Proficient, and Distinguished achievement levels on the Coordinate Algebra and Analytic Geometry Georgia Milestones EOC.
- **Goal 2:** To increase the students' foundational level of basic math skills.

Initiative III: Teacher Development

- **Goal 1:** To provide professional development opportunities to increase awareness and understanding of mentoring and how to interact with at-risk students.
- **Goal 2:** To provide professional collaborative development opportunities in the areas of CCRPI Indicators, rigor, instructional strategies, assessments, data, and technology integration.
- **Goal 3:** Teachers will maximize student learning and ensure standards mastery by implementing the DAAOE Achievement Cycle (Plan, Teach, Assess, Analyze, Reteach).
- **Goal 4:** The principal will hire highly qualified teachers that will provide a world class education to at-risk students and close the achievement gap.

Initiative IV: Character Education

- **Goal 1:** Promote, enhance and sustain a positive school climate.
- **Goal 2:** Build capacity to enable all staff to meet Positive Behavior Intervention Strategies.

Initiative V: Parental Support and Involvement

- **Goal 1:** To increase methods of communications to parents, guardians, and students.
- **Goal 2:** To increase parental attendance at parent/teacher conferences.
- **Goal 3:** To increase parental involvement workshop attendance by 10%.

Initiative VI: Community Partnerships

- **Goal 1:** DAAOE shall establish partnerships each year to provide organizational or academic support to the school and students.
- **Goal 2:** DAAOE will establish after-school tutorial support for our students

Initiative VII: Governing Board

- **Goal 1:** The Governing Board shall ensure that the School Leader is provided with the resources and support to make sound leadership decisions focused on improving instruction and raising standards and levels of achievement as indicated under Academic Objectives and Plan Section of the Charter Petition.
- **Goal 2:** DAAOE shall ensure that Governance Board Members collectively receive orientation and ongoing training each school year over the term of the Charter Petition in order for board members to effectively carry out their management and oversight responsibilities.
- **Goal 3:** DAAOE shall be economically sustainable.
- **Goal 4:** DAAOE's financial performance over the short-term shall be benchmarked to evaluate the School's performance and improve outcomes.
- **Goal 5:** The Financial performance of DAAOE over the long-term shall be benchmarked to evaluate the School's performance and improve outcomes.
- **Goal 6:** The Governing Board will oversee performance objectives through a functioning committee structure.

Initiative VIII: Facilities

- **Goal 1:** To provide a safe and adequate learning environment for a student population up to 300.

Detailed Goals, Measures, Action Steps

Initiative I. Literacy

Goal 1: To increase the percentage of students scoring at the Developing, Proficient, and Distinguished achievement levels in the 9th Grade Literature and American Literature Georgia Milestones EOC.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Teachers will administer a pre-test, unit tests, and post- tests. Teacher will analyze and graph assessment data. Teachers will collaborate and create assessments aligned to the state standards and the Georgia Milestones EOC. EOC teachers will ensure all students have completed all EOC assessment items provided by the states through the Study and Assessment Guides. Ensure 55% of students (enrolled at the beginning of the school year) will meet or exceed the 9th Grade Literature and American Literature annual targets set by the state. 	<ul style="list-style-type: none"> Principal Assistant Principal ELA Teachers 	<ul style="list-style-type: none"> GA Milestones EOC results. College and Career Ready Performance Index Evidence of writing on the instructional board. Evidence of writing in the lesson plans. Evidence of vocabulary on the lesson plans and word wall. Data Wall Pre-tests, unit tests, and post-tests EOC Assessment and Study Guide Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
Year 2 – 2017-2018	<ul style="list-style-type: none"> Teachers will administer a pre-test, unit tests, and post- tests. Teacher will analyze and graph assessment data. Teachers will collaborate and create assessments aligned to the state standards and the Georgia Milestones EOC. EOC teachers will ensure all students have completed all EOC assessment items provided 	<ul style="list-style-type: none"> Principal Assistant Principal ELA Teachers 	<ul style="list-style-type: none"> GA Milestones EOC results. College and Career Ready Performance Index Evidence of writing on the instructional board.

	<p>by the states through the Study and Assessment Guides.</p> <ul style="list-style-type: none"> • Ensure 58% of students (enrolled at the beginning of the school year) will meet or exceed the 9th Grade Literature and American Literature annual targets set by the state. 		<ul style="list-style-type: none"> • Evidence of writing in the lesson plans. • Evidence of vocabulary on the lesson plans and word wall. • Data Wall • Pre-tests, unit tests, and post-tests • EOC Assessment and Study Guide • Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
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Goal 2: To increase the percentage of students achieving a minimum Lexile score of 1275 in the American Literature Georgia Milestones EOC.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • School wide reading daily through Drop Everything and Read (DEAR) for 30 minutes every day. • Students grouped by Lexile levels for their advisory class. • Students complete reading assignments according to their Lexile levels. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • ELA Teachers 	<ul style="list-style-type: none"> • GA Milestones EOC Lexile Results • Star Reading benchmarks • Read, Write, Think Worksheet • Northwest Evaluation Association (Measures of Academic Progress NWEA MAP)
Year 2 – 2017-2018	<ul style="list-style-type: none"> • School wide reading daily through Drop Everything and Read (DEAR) for 30 minutes every day. • Students grouped by Lexile levels for their advisory class. • Students complete reading assignments according to their Lexile levels. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • ELA Teachers 	<ul style="list-style-type: none"> • GA Milestones EOC Lexile Results • Star Reading benchmarks • Read, Write, Think Worksheet • Northwest Evaluation Association (Measures of Academic Progress NWEA MAP)

			Progress NWEA MAP)
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Goal 3: To increase the reading Lexile level of all students.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> School wide reading daily through Drop Everything and Read (DEAR) for 30 minutes every day. Students grouped by Lexile levels for their advisory class. Students complete reading assignments according to their Lexile levels. Implementation of the Flexible Learning Program during advisory and support classes. 	<ul style="list-style-type: none"> Principal Assistant Principal ELA Teachers 	<ul style="list-style-type: none"> Star Reading benchmarks Read, Write, Think Worksheet Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)
Year 2 – 2017-2018	<ul style="list-style-type: none"> School wide reading daily through Drop Everything and Read (DEAR) for 30 minutes every day. Students grouped by Lexile levels for their advisory class. Students complete reading assignments according to their Lexile levels. 	<ul style="list-style-type: none"> Principal Assistant Principal ELA Teachers 	<ul style="list-style-type: none"> Star Reading benchmarks Read, Write, Think Worksheet Northwest Evaluation Association Measures of Academic Progress (NWEA MAP)

Goal 4: To increase students' enjoyment of reading.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> School wide reading daily through Drop Everything and Read (DEAR) for 30 minutes every day. Books chosen will be relative to students' lives. 	<ul style="list-style-type: none"> Principal Assistant Principal ELA Teachers 	<ul style="list-style-type: none"> Survey Results
Year 2 – 2017-2018	<ul style="list-style-type: none"> School wide reading daily through Drop Everything and Read (DEAR) for 30 minutes every day. Books chosen will be relative to students' lives. 	<ul style="list-style-type: none"> Principal Assistant Principal ELA Teachers 	<ul style="list-style-type: none"> Survey Results

Initiative II: Math

Goal 1: To increase the percentage of students scoring at the Developing, Proficient, and Distinguished achievement levels on the Coordinate Algebra and Analytic Geometry Georgia Milestones EOC.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Teachers will administer a pre-test, unit tests, and post- tests. Teacher will analyze and graph assessment data. Teachers will collaborate and create assessments aligned to the state standards and the Georgia Milestones EOC. EOC teachers will ensure all students have completed all EOC assessment items provided by the states through the Study and Assessment Guides. 	<ul style="list-style-type: none"> Principal Assistant Principal Teachers 	<ul style="list-style-type: none"> GA Milestones EOC results. College and Career Ready Performance Index Evidence of writing on the instructional board. Evidence of writing in the lesson plans. Evidence of vocabulary on the

	<ul style="list-style-type: none"> • Ensure 50% of students (enrolled at the beginning of the school year) will meet or exceed the Coordinate Algebra and Analytic Geometry annual targets set by the state. 		<ul style="list-style-type: none"> • lesson plans and word wall. • Data Wall • Pre-tests, unit tests, and post-tests • EOC Assessment and Study Guide
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Teachers will administer a pre-test, unit tests, and post- tests. • Teacher will analyze and graph assessment data. • Teachers will collaborate and create assessments aligned to the state standards and the Georgia Milestones EOC. • EOC teachers will ensure all students have completed all EOC assessment items provided by the states through the Study and Assessment Guides. • Ensure 55% of students (enrolled at the beginning of the school year) will meet or exceed the Coordinate Algebra and Analytic Geometry annual targets set by the state. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Teachers 	<ul style="list-style-type: none"> • GA Milestones EOC results. • College and Career Ready Performance Index • Evidence of writing on the instructional board. • Evidence of writing in the lesson plans. • Evidence of vocabulary on the lesson plans and word wall. • Data Wall • Pre-tests, unit tests, and post-tests • EOC Assessment and Study Guide

Goal 2: To increase the students' foundational level of basic math skills.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Students grouped by Math grade equivalent levels. • Students work on ALEKS during the advisory period. • Implementation of the Flexible Learning Program during advisory and support classes. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Math Teachers 	<ul style="list-style-type: none"> • Star Math Assessment • ALEKS

Year 2 – 2017-2018	<ul style="list-style-type: none"> • Students grouped by math grade equivalent levels. • Students work on ALEKS during the advisory period. • Implementation of the Flexible Learning Program during advisory and support classes. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Math Teachers 	<ul style="list-style-type: none"> • Star Math Assessment • ALEKS
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Initiative III: Teacher Development

Goal 1: To provide professional development opportunities to increase awareness and understanding of mentoring and how to interact with at-risk students.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Staff at DAAOE will engage in PBIS training. • Teachers will receive training to effectively serve as mentoring advisors to their students in their Advisory course. • Teachers will receive training to serve as advisors to assist seniors in college and career readiness. • Teachers will receive training on how to interact with at-risk students. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Student Resource Officer 	<ul style="list-style-type: none"> • Career-Related Capstone Project • Training sign-in log
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Staff at DAAOE will engage in PBIS training. • Teachers will receive training to effectively serve as mentoring advisors to their students in their Advisory course. • Teachers will receive training to serve as advisors to assist seniors in college and career readiness. • Teachers will receive training on how to interact with at-risk students. 	<ul style="list-style-type: none"> • Principal • Assistant Principal • Student Resource Officer 	<ul style="list-style-type: none"> • Career-Related Capstone Project • Training sign-in log

Goal 2: To provide professional collaborative development opportunities in the areas of CCRPI Indicators, rigor, instructional strategies, assessments, data, and technology integration.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Survey teachers to determine the priority level of professional development needs. Create a professional development calendar. Engage in a minimum of one professional development session each month. 	<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Survey Results Professional Development Calendar Professional development agenda Professional Development sign in log. Professional Development Evaluation Form. Focus Walks TKES
Year 2 – 2017-2018	<ul style="list-style-type: none"> Survey teachers to determine the priority level of professional development needs. Create a professional development calendar. Engage in a minimum of one professional development session each month. 	<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Survey Results Professional Development Calendar Professional development agenda Professional Development sign in log. Professional Development Evaluation Form. Focus Walks TKES

Goal 3: Teachers will maximize student learning and ensure standards mastery by implementing the DAAOE Achievement Cycle (Plan, Teach, Assess, Analyze, Reteach).

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Teachers will receive professional development in the areas of rigor, relevance, 	<ul style="list-style-type: none"> Principal Assistant Principal Teachers 	<ul style="list-style-type: none"> Lesson plans Assessments Item Analysis Assessment Data Charts PD sign-in sheets TKES Focus Walks

	<p>differentiated instruction, and assessment strategies.</p> <ul style="list-style-type: none"> Teachers will plan using the state standards to collaboratively develop lesson plans. Teachers will teach the standards using effective research-based instructional methods. Teachers will assess students using assessments of rigor aligned to the standards and GA Milestones. Teachers will analyze the assessment data using an Item Analysis and the Assessment Data and Chart Spreadsheet. Teachers will use the assessment data to reteach deficient students and standards using alternative instructional methods. 		
Year 2 – 2017-2018	<ul style="list-style-type: none"> Teachers will receive professional development in the areas of rigor, relevance, differentiated instruction, and assessment strategies. Teachers will plan using the state standards to collaboratively develop lesson plans. Teachers will teach the standards using effective research-based instructional methods. Teachers will assess students using assessments of rigor aligned to the standards and GA Milestones. Teachers will analyze the assessment data using an Item Analysis and the Assessment Data and Chart Spreadsheet. Teachers will use the assessment data to reteach deficient students and standards using alternative instructional methods. 	<ul style="list-style-type: none"> Principal Assistant Principal Teachers 	<ul style="list-style-type: none"> Lesson plans Assessments Item Analysis Assessment Data Charts PD sign-in sheets TKES Focus Walks

Goal 4: The principal will hire highly qualified teachers that will provide a world class education to at-risk students and close the achievement gap.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Ineffective teachers currently working at Destiny will not be offered contracts. Non-highly qualified teachers will be replaced with highly qualified teachers. The principal and assistant principal will attend job fairs. Teaching positions will be posted in PATS and GSCA's website to attract the highly qualified candidates. Novice teachers will participate in DAAOE's new teacher induction program. Ongoing job embedded professional development to improve teacher efficacy will be implemented. 	<ul style="list-style-type: none"> Principal Assistant Principal 	<ul style="list-style-type: none"> Teacher Keys Evaluation Systems (TKES) Focus Walks Teacher Effective Measures (TEMS)

<p>Year 2 – 2017-2018</p>	<ul style="list-style-type: none"> • The principal and assistant principal will attend job fairs. • Teaching positions will be posted in PATS and GSCA's website to attract the highly qualified candidates. • Novice teachers will participate in DAAOE's new teacher induction program. • Ongoing job embedded professional development to improve teacher efficacy will be implemented. 	<ul style="list-style-type: none"> • Principal • Assistant Principal 	<ul style="list-style-type: none"> • TKES • Focus Walks • TEMS
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Initiative IV: Character Development

Goal 1: Promote, enhance and sustain a personalized climate.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Ensure that all college eligible seniors apply for admission to multiple post-secondary institutions. • 1 on 1 meetings with students and the school counselor to develop a Credit Recovery Plan 	<ul style="list-style-type: none"> • Principal • Administrative Team • Counselor 	<ul style="list-style-type: none"> • Implementation of American School Counselor Association Standards (ASCA) • Instructional Audit Document
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Increase College and Career awareness through the Career-Related Capstone Project. 	<ul style="list-style-type: none"> • Principal • Administrative Team • Counselor 	<ul style="list-style-type: none"> • Ga College 411 • CCRPI • Career-Related Capstone Project

Goal 2: Build capacity to enable all staff to meet Positive Behavior Intervention Strategies.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Implement professional development relating to PBIS based upon current research and school/district data • Students will demonstrate an increased use of conflict resolution skills with between students, teachers and peers. • Foster greater intracultural sensitivity within the school. 	<ul style="list-style-type: none"> • Principal • Administrative Team 	<ul style="list-style-type: none"> • PBIS climate rubrics • Analyze CCRPI K-12 safe school Climate Survey Data • PBIS Program • Reduction in the number of ISS and OSS.
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Implement Restorative Justice Practices • Expand the scope of PBIS 	<ul style="list-style-type: none"> • Principal • Administrative Team • Resource Officer 	<ul style="list-style-type: none"> • Restorative Justice Practice Curriculum

Initiative V: Parental Support and Involvement

Goal 1: To increase methods of communications to parents, guardians, and students.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Create Remind mobile application to communicate to parents and students • Create monthly newsletter to share events and important school information • Update website regularly as necessary to include new information as it becomes available • Strengthen Family and Community Support/Increase Parent Involvement 	<ul style="list-style-type: none"> • Parent Liaison • Website Administrator 	<ul style="list-style-type: none"> • Measured by number of students enrolled in school. Target 100% participation. Number of students should equal number of accounts • Parent Survey
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Have parents sign up for Remind as part of Parent Orientation • Introduce parents to school website during Parent Orientation. • Create an alliance with a Family Support Center. 	<ul style="list-style-type: none"> • Parent Liaison 	<ul style="list-style-type: none"> • Measured by number of students enrolled in school. Target 100% participation. Number of students should equal number of accounts. • Parent Survey

Goal 2: To ensure 100% parental attendance at parent/teacher conferences.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Communicate Parent/Teacher Conference dates via newsletter and website • Send reminders to parents through Remind mobile application • Contact parents to invite them to attend Parent/Teacher Conferences • Organize both a Back to School Partner Orientation and Summer Enrichment Fair (spring) to engage students, teachers, and parents in educational and cultural opportunities for increase programming and resource access. • Utilize social media and live streaming to communicate with parents/guardians. • Meeting with parents during the evening, on Saturdays, and in the home. 	<ul style="list-style-type: none"> • Parent Liaison • Teachers • Administrative Team • Counselor 	<ul style="list-style-type: none"> • Parent Survey • Infinite campus report to track parent login information • Parent Contact Log

Year 2 – 2017-2018	<ul style="list-style-type: none"> • Communicate Parent/Teacher Conference dates via newsletter and website • Send Reminders to parents through Remind mobile application • Contact parents to invite them to attend Parent/Teacher Conferences 	<ul style="list-style-type: none"> • Parent Liaison 	<ul style="list-style-type: none"> • Parent Survey • Infinite campus report to track parent login information
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Goal 3: To increase parental involvement workshop attendance by 10%.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Assist parents with accessing Parent Portal to track student attendance and progress • Invite parents to participate in the creation of School Improvement plan, Parent Teacher Student Compact and Parental Involvement Policy • Invite parents to school events such as Awards Ceremonies, field trips, and college tours. 	<ul style="list-style-type: none"> • Parent Liaison and Assistant Principal • Parent Liaison and Administrative Team • Parent Liaison, Teachers and Administrative Team 	<ul style="list-style-type: none"> • Measured by number of students enrolled in school. Target 100% participation. Number of students should equal number of accounts. • Use current policy to obtain input from parents. Requested updates will be written on provided documents. • Sign-in sheets.
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Establish Parent Orientation Classes for parents of new students to address attendance policy and to register for Parent Portal and Remind • Invite parents to participate in the creation of School Improvement plan, Parent Teacher Student Compact and Parental Involvement Policy • Invite parents to school events such as Awards Ceremonies and Parent Teacher Conferences 	<ul style="list-style-type: none"> • Parent Liaison and Assistant Principal • Parent Liaison and Administrative Team • Parent Liaison, Teachers and Administrative Team 	<ul style="list-style-type: none"> • Measured by number of students enrolled in school. Target 100% participation. Number of students should equal number of accounts. • Use current policy to obtain input from parents. Requested

			updates will be written on provided documents. <ul style="list-style-type: none"> • Sign-in sheets.
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Initiative VI: Community Partnerships

Goal 1: DAAOE shall establish partnerships each year to provide organizational and/or academic support to the school and students.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Increase the work-readiness and life-preparedness of our students through the Financial Literacy course. • Strengthen Community-School Engagement/Relationships and Increase Community Involvement • Identify and invite businesses to school events such as Career Day. 	<ul style="list-style-type: none"> • Principal • Administrative Team • Counselor • Parent Liaison 	<ul style="list-style-type: none"> • Businesses • Organizations • Banks, • Financial Literacy Program
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Build relationships between school leadership and partner leadership in order to better serve the needs of DAAOE parents/students 	<ul style="list-style-type: none"> • Principal • Administrative Team • Counselor 	<ul style="list-style-type: none"> • Opportunity form

Goal 2: DAAOE will establish after-school tutorial support for our students.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Teachers will offer after school tutorial. Establish mentorship programs to meet the diverse needs of our students Students will utilize online programs for tutoring. 	<ul style="list-style-type: none"> Principal Administrative Team Teachers Counselor 	<ul style="list-style-type: none"> Colleges and Universities Fraternities and Sororities Business and Organizational Groups Tutorial logs
Year 2 – 2017-2018	<ul style="list-style-type: none"> Partner with colleges and universities to provide academic support for struggling students. Teachers will offer after school tutorial. Establish mentorship programs to meet the diverse needs of our students 	<ul style="list-style-type: none"> Principal Administrative Team Teachers Counselor 	<ul style="list-style-type: none"> Colleges and Universities Fraternities and Sororities Business and Organizational Groups

Initiative VII: Governance Board

Goal 1: The Governing Board shall ensure that the School Leader is provided with the resources and support to make sound leadership decisions focused on improving instruction and raising standards and levels of achievement as indicated under Academic Objectives and Plan Section of the Charter Petition.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Approve the School Improvement Plan submitted by the School Leader annually by July Develop annual operating budget to achieve school goals by May 	<ul style="list-style-type: none"> School Leader Governing Board Chief Financial Officer Board Treasurer Finance Committee 	<ul style="list-style-type: none"> Approved annual School Improvement Plan Annual Operating Budget Annual Audit of Finances
Year 2 – 2017-2018	<ul style="list-style-type: none"> Revise annual School Improvement Plan Metrics used to determine operational effectiveness of budget 	<ul style="list-style-type: none"> School Leader Governing Board Chief Financial Officer Board Treasurer Finance Committee 	<ul style="list-style-type: none"> Revised School Improvement Plan Annual Audit of Finances

Goal 2: DAAOE shall ensure that Governance Board Members collectively receive orientation and appropriate ongoing training each school year over the term of the Charter Petition in order for board members to effectively carry out their management and oversight responsibilities.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> • Develop a process for implementing and measuring approved training plan each year. • Complete a minimum of six (6) hours of board training annually. • Conduct new board members' orientation training. 	<ul style="list-style-type: none"> • Governing Board • Consultants 	<ul style="list-style-type: none"> • Sign-in sheets for training sessions • Hours completed for training • Orientation completed
Year 2 – 2017-2018	<ul style="list-style-type: none"> • Determine policy gaps and establish a policy development plan to inform and be approved by the board. • Sign a Board Member's Compact confirming active participation. • Sign a Code of Ethics governing ethical behavior. 	<ul style="list-style-type: none"> • Governing Board 	<ul style="list-style-type: none"> • Signed Compacts • Signed Code of Ethics forms

Goal 3: DAAE shall be financially sustainable.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Conduct an annual audit by a Georgia licensed certified public accountant. 	<ul style="list-style-type: none"> CPA Governing Board 	<ul style="list-style-type: none"> Audit Report
Year 2 – 2017-2018	<ul style="list-style-type: none"> Determine if Cash Flows are adequate to support student enrollment variance and current ratio of current assets/current liabilities. 	<ul style="list-style-type: none"> CPA Governing Board 	<ul style="list-style-type: none"> Audit Report Enrollment Variance

Goal 4: DAAOE’s financial performance over the short-term shall be benchmarked to evaluate the School’s performance and improve outcomes.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Determine the level of unrestricted cash days for 60 days cash or between 30 and 60 days cash and one year trend that is positive. 	<ul style="list-style-type: none"> Treasurer Bookkeeper Governing Board CFO 	<ul style="list-style-type: none"> Unrestricted Cash Flow Balance
Year 2 – 2017-2018	<ul style="list-style-type: none"> Adjust debt to asset ratio to less than 0.9. 	<ul style="list-style-type: none"> CFO Governing Board 	<ul style="list-style-type: none"> Debt to asset ratio

Goal 5: The Financial performance of DAAE over the long-term shall be benchmarked to evaluate the School’s performance and improve outcomes.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Eliminate any delinquency on debt service payments. 	<ul style="list-style-type: none"> Treasurer Bookkeeper Governing Board CFO 	<ul style="list-style-type: none"> Schedule of payments
Year 2 – 2017-2018	<ul style="list-style-type: none"> Create an adequate reserve fund. 	<ul style="list-style-type: none"> Treasurer Bookkeeper Governing Board CFO 	<ul style="list-style-type: none"> Reserve Fund Balance

Goal 6: The Governing Board will oversee performance objectives through a functioning committee structure.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> The board will receive a monthly principal report regarding instructional goals and expectations. The board will receive a monthly principal report regarding attendance, discipline, and assessment data. 	<ul style="list-style-type: none"> Principal Assistant Principal Governing Board 	<ul style="list-style-type: none"> Principal Report Attendance, Discipline, and Assessment Data
Year 2 – 2017-2018	<ul style="list-style-type: none"> The board will receive a monthly principal report regarding instructional goals and expectations. The board will receive a monthly principal report regarding attendance, discipline, and assessment data. 	<ul style="list-style-type: none"> Principal Assistant Principal Governing Board 	<ul style="list-style-type: none"> Principal Report Attendance, Discipline, and Assessment Data

Initiative VIII: Facilities

Goal 1: To provide a safe and adequate learning environment for a student population up to 300.

Tactical Plans			
Strategic Plan Year	Action Items	Person/Group Responsible	Measures
Year 1 – 2016-2017	<ul style="list-style-type: none"> Establish a student enrollment of 225 students. Determine existing building capacity based on state facility codes. Explore the feasibility and cost of adding additional trailers to accommodate additional students. Increase student-teacher ratio to 25:1. 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Facility inspections Infinite Campus student enrollment Infinite Campus classroom size
Year 2 – 2017-2018	<ul style="list-style-type: none"> Establish an enrollment of 300 students. Maintain compliance with state codes and facility safety. Seek larger and updated facility to accommodate growth and student needs. 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> Facility inspections Infinite Campus student enrollment Infinite Campus classroom size

IV. Monitoring

Recommended Monitoring Cycle

In order to successfully execute the action and attain the goals set forth in this plan, consistent and timely monitoring must be conducted. It is recommended that the plan be monitored on at least a quarterly basis. It is recommended that the plan be officially adopted at the February 2016 board meeting with the first monitoring period occurring in August 2016. The following is an illustration of a recommended approach to monitoring:



EXHIBIT 29

Conversion Charter ~ NA

EXHIBIT 30

Governing Board Observations Conducted by DCSD Charter Office

Memorandum

TO: Kelli Peterson, M.Ed, Coordinator, DeKalb County Charter Schools
FR: Wilbert Dixon, Chair
DATE: August 10, 2017
RE: Exhibit 30: Governing Board Observation from the Charter Office
CC: Members of the DAAOE Governance Board
Dr. Kelvin Griffin, Principal of DAAOE
Laura Stowell, Director, DeKalb County Charter Schools

This memorandum is in response to your request for a response to Exhibit 30 which is a Governing Board Observation done on October 20, 2016.

Exhibit 30: You have submitted the Governing Board Observation from the Charter Office, however the exhibit requires the full response from the Governing Board to the Charter Office.

Please know that due to ongoing training, particularly in the areas found, that we did not respond immediately. We have been in the process of making our corrections. This memorandum is sent in compliance for our Renewal Application. Mr. Wilbert Dixon.

Copy to:

Ms. Roshelle Denise Hudson
Dr. Betty Jones
Ms. Llona Speede
Marie Watson, Esq.

Attachment: Governing Board Meeting Observation Form Responses



Wilbert Dixon, Chair of the DAAOE Governance Board

August 10, 2017
Date

Responses to Exhibit 30 from the Governing Board Meeting Observation Form

Please consider these responses to the Observations done on October 20, 2016. This response includes all indicators, which were identified as NO. The response is in *italics*.

Items:

Mandatory Requirements
<i>Open and Public Meetings Act O.C.G.A. §§ 50-14-1 through 6</i>
<i>Open Records Act O.C.G.A. §§ 50-18-70 through 77</i>

- #3. The current meeting's agenda is reviewed, approved and may include amendments.
 - *Upon review of Robert's Rules of Order and training on same, we now are in compliance as Board Members are given the agenda, time to review the Agenda and the Chair asks for a motion to approve the Agenda. There is a Second to motion; and the Chair asks for the vote, after stating, "There has been a motion to approve the Agenda, it was Seconded by___, all in favor? Can I hear 'I', all opposed? State I.' Motion is carried."*

- #5. Summary of actions, from current, was posted within 2 business days.
 - *We have been operating under the notion that our Board Minutes needed to be approved at a Board Meeting prior to placing them on the website or posting them inside the school. We will ensure that this is developed into policy.*

- #10 - Governing Board has current fingerprinting and background documentation on each member. (Available upon Request)
 - *Nothing was indicated in this section. However, the Board will development a policy that states all Board Members must be fingerprinted and the file will be kept with the Human Resources Department.*

Optional Inclusions	
	<i>Evidence and/or Specific Behavior Observed</i>

- #14- Sign-In form.
 - *There has normally been a Sign-In sheet at the Governance Board meetings since new leadership took over. However, we will make certain that it is a part of our formal meeting process and how we organize for our meetings. #14 – Sign-In form.*

- #16. Supplemental Materials provided to the Governing Board Members are provided to all attendees.
 - *The Board will development a procedure that will become part of how they organize for their meetings in order to ensure that documents passed out to the Governance Board are available to the meeting attendees.*

Best Practices	
Environment & Process	
	<i>Evidence and/or Specific Behavior Observed</i>

- #17. The meeting setting encourages participation and interaction among Governing Board members and is conducive to public attendance.
 - *Currently the Board has a U-shaped design of its meeting table. This is to allow the space for the public to face the board and address the board with its concerns. However, the board has noted that the meeting space is not conducive for people to hear what is being said and are looking for a way to increase the ability for community, staff and friends to hear better.*

Best Practices	
Leadership	
	<i>Evidence and/or Specific Behavior Observed</i>

- #23. The Chair and Parliamentarian or Secretary successfully manages the public comment process.
 - *As the board increases their knowledge of policy and procedure, we believe that they will be better at responding to public comments. Some of this will take more training and it may take suggesting that we ask the public to place their names and addresses on a Comment Card so that the board can get back to them with responses. This is something that we will investigate.*

Best Practices	
Communication	
	<i>Evidence and/or Specific Behavior Observed</i>

- #27. Members support Governing Board decisions even when they may personally disagree.
 - *While not observed by the Observer, the board has learned that the major decisions are everyone's decision. Comments and concerns need to be aired during discussion. Again, more training will help illustrate the importance of following this code.*

Best Practices	
Ownership	
	<i>Evidence and/or Specific Behavior Observed</i>

- #30. Members volunteer to take on assignments so that tasks are evenly distributed.
 - *While not observed by the Observer, we believe that until all board members are trained and understand the By-Laws and Policies, they will not feel comfortable in taking on more responsibilities and/or tasks. They do realize that the work needs to be spread around and that their By-Laws do provide for community members to be a part of their committee work.*

- #31. All members actively participate in the discussion.
 - *While not observed by the Observer, we believe that until all board members are trained and understand the By-Laws and Policies, they will not feel comfortable in participating in the public discussion. They do realize that the work needs to be spread around and that their By-Laws do provide for community members to be a part of their committee work.*

Best Practices	
Meeting Focuses	
	<i>Evidence and/or Specific Behavior Observed</i>

- #32. Board meetings focus primarily on education.
 - *We believe that as training continues and all board members are trained and know the By-Laws and Policies, they will not feel comfortable in participating in the public discussion of education issues at their meetings. However, they are learning how to ask better and better questions. We must reinforce what their responsibilities are as board members.*

Our process to improving our Governance Board meetings will consist of training, modeling and working with a “coach” who can help us learn as we grow by observing our meetings and working with us on the Feedback provided by the Observer. This is something we plan on holding conversations on to see if we feel that this remedy will really help us.



Governing Board Meeting Observation Form

School: Destiny Academy of Achievers Charter School	Date: 10.20.16	Start Time: 6:00pm
Principal: Dr. K. Griffin Chair: W. Dixon	Location: Destiny Academy of Achievers Academy Charter School	End Time: 8:26pm
Observer: K. Peterson		

Purpose

The Governing Board Meeting Observation Form provides feedback on the critical behaviors of an effective Governing Board. The form is divided into the following topic areas: Mandatory Requirements, Optional Inclusions, Best Practices, Observable Practices, and Feedback.

The Charter Office conducts the observation for the purpose of providing valuable feedback to the Governing Board in order to assess the organizational health and viability of the school. In part, the observation tool may be used as supplemental evidence to support the GADOE Annual Report. This observation tool is to be shared with the entire Governing Board and the feedback should be included in the next regularly scheduled meeting agenda as an item for information or action. Any items listed in the Mandatory Feedback section, shall be addressed and implemented within the next scheduled board meeting, and provide evidence of the change to the Charter Office.

Directions

This form includes a series of statements, each followed by either

- A Yes or No option

The Observer will circle the statement, which most closely fits behaviors observed during the Governing Board meeting. The Observer *may* also provide specific comments after each topic.

Mandatory Requirements

Open and Public Meetings Act O.C.G.A. § § 50-14-1 through 6

Open Records Act O.C.G.A. § § 50-18-70 through 77

1. Meeting time & location was posted at least 7 days in advance.	YES	NO
2. Meeting agenda was posted on Governing Board/ School website.	YES	NO
3. The current meeting's agenda is reviewed, approved and may include amendments.	YES	NO
4. The prior meeting's minutes are reviewed, approved and may include amendments.	YES	NO
5. Summary of actions, from current meeting, was posted within 2 business days. Date Checked: 11/1/2016	YES	NO
6. Approved minutes, from prior meeting, were posted within 2 business days of the current meeting. Date Checked: 11/1/2016	YES	NO
7. Hard copies of the agenda are available and focus on issues relevant to the school.	YES	NO
8. The Secretary or designee records accurate minutes throughout the meeting.	YES	NO
9. Votes and discussion are conducted within the spirit of agreed upon protocol norms.	YES	NO
10. Governing Board has current fingerprinting and background documentation on each member. (Available upon Request)	YES	NO

Comments regarding compliance requirements:

The meeting began with the Chair acknowledging guests, and then directly into the Chairman's Report. The meeting should include a review of the agenda prior to beginning the meeting.

Optional Inclusions

					<i>Evidence and/or Specific Behavior Observed</i>
11. Access to the Public	YES	NO			Four community members in attendance. The meeting was held in the school cafeteria.
12. Principal's Report	YES	NO			Principal Report Topics: LKES submission documents, State-Report Data, GADOE Academic Report, Demographic Data, and Attendance Data
13. Public Comment Period	YES	NO			Previous concerns were addressed by the Principal about students being in the community area before school. The Principal reported that if approved by the board, a teacher will open the building at 7:30am, and paid through a stipend. Community Member: Spoke about several fights occurring on his property.
14. Sign-In Form	YES	NO			
15. Meeting starts and ends on time. Start Time: 6:00pm End Time: 8:26pm	YES	NO			
16. Supplemental Materials provided to the Governing Board Members are provided to all attendees.	YES	NO			

**Best Practices
Environment & Process**

					<i>Evidence and/or Specific Behavior Observed</i>
17. The meeting setting encourages participation and interaction among Governing Board members and is conducive to public attendance.	YES	NO	N/O		The Governing Board meeting is held in the cafeteria of the school, but the layout of the room is not conducive to engaging discussion amongst members. It also is difficult to distinguish Governing Board members from community members.
18. Motions are made, seconded and voted on according to Robert's Rules of Order.	YES	NO	N/O		Financial Report: Moved, Seconded, Voted, Approved Financial Policy P-Card and Mileage: Motion, Seconded, Accepted, Questions,

				<p>Voted, Approved</p> <p>Reserve Revenue Funds: Motion, Seconded, Accepted, Questions, Voted, Approved</p> <p>Academic Form: Motion, Seconded, Accepted, Questions, Voted, Approved</p> <p>Stipend for Morning Duty: Motion, Seconded, Accepted, Questions, Voted, Approved</p>
19. The Governing Board is updated on results of items sent to Committee or worked on by individuals.	YES	NO	N/O	<p>Fundraising Report: Sponsorship Packet/Deck Created, Gala-May 20, 2017, Fundraising Calendar, Partner Section on website created and will be previewed on Monday.</p> <p>Education Report: LKES Training has been completed in order to evaluate Dr. Griffin.</p>
20. The meeting has community members in attendance.	YES	NO		There were four community members in attendance.

**Best Practices
Leadership**

				<i>Evidence and/or Specific Behavior Observed</i>
21. The Chair makes every effort to keep the discussion focused and on track, according to the approved agenda.	YES	NO	N/O	
22. The Chair conducts the meeting in a professional manner using agreed upon norms.	YES	NO	N/O	
23. The Chair and Parliamentarian or Secretary successfully manages the public comment process.	YES	NO	N/O	During the Principal's Report the Principal addressed an issue regarding students coming to school early and lingering in the community surrounding the school. To remedy, the Principal proposed an item for approval-stipends for teachers to open the building early. During this approval item, a community member asked a question and it was responded to in the moment.
24. The Principal actively participates in the discussion, while allowing the Chair to lead the meeting.	YES	NO	N/O	

**Best Practices
Communication**

				<i>Evidence and/or Specific Behavior Observed</i>
25. Communication is directed toward the entire Governing Board with very few side conversations.	YES	NO	N/O	The Chair addressed two members regarding the side conversation.
26. Members exhibit respect toward one another.	YES	NO	N/O	
27. Members support Governing Board decisions even when they may personally disagree.	YES	NO	N/O	

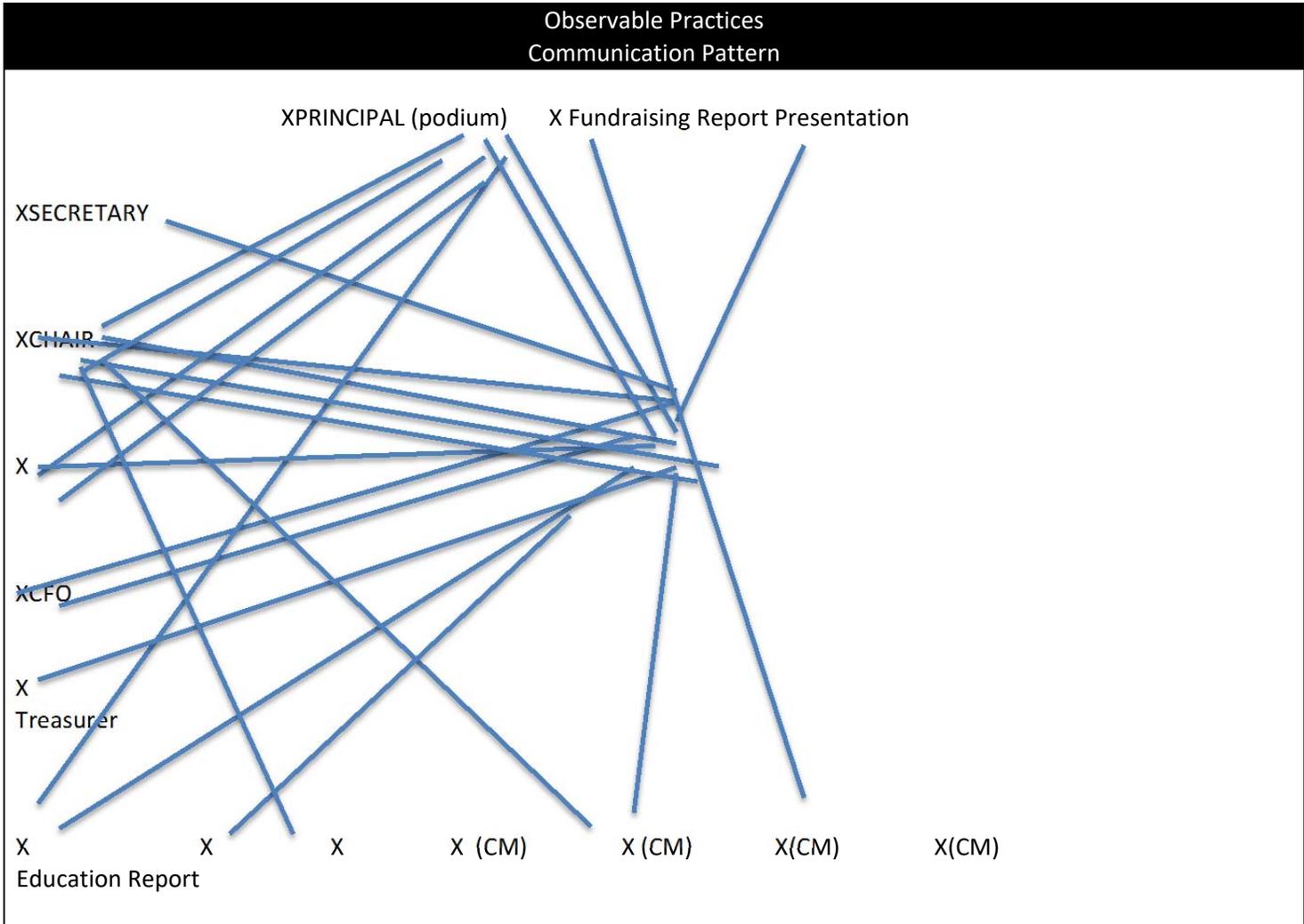
**Best Practices
Ownership**

				<i>Evidence and/or Specific Behavior Observed</i>
28. The Chair solicits participation by all members present.	YES	NO	N/O	
29. When warranted, the Governing Board sends items to Committee for further exploration.	YES	NO	N/O	<p>During the Principal report, the Principal states that he would like to meet with the Academic Committee to discuss the number of low GPA's the students have, and are entering with in order to determine a plan of action.</p> <p>In order to provide notice to the community of the meetings, a suggestion was made to create a sign to be placed in the front of the building. The Chair directed a Governing Board Member to complete this task.</p>
30. Members volunteer to take on assignments so that tasks are evenly distributed.	YES	NO	N/O	
31. All members actively participate in the discussion.	YES	NO	N/O	

**Best Practices
Meeting Focuses**

				<i>Evidence and/or Specific Behavior Observed</i>
32. Board meetings focus primarily on education.	YES	NO	N/O	The Education report stated that the LKES training had occurred and therefore the designated member is able to evaluate the Principal.

				The Principal's report included academic and attendance data, however, the board did not engage in questions, dialogue, or analysis, as this is a time for the board to discuss and decide.
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**Observable Practices
Decision Making Evidence**

Governing Boards have the authority to make decisions within the following areas:
 Financial:
 Budget Review and Approval-No Questions were asked by the Governing Board Members.

The Principal requested approval for a morning stipend for teachers to open the building early. The Governing Board approved this action item.

Resource Allocation:

Personnel:

Curriculum and Instruction:

The Principal requested approval of the GADOE Academic Report to be submitted to the State on Nov.1st. The Governing Board did not ask any questions. The Governing Board approved this action item.

School Improvement:

School Operations:

The Treasurer requested approval of the Financial Policy as it relates to the P-Card and Mileage. The Governing Board approved this action item.

The school administration presented the new attendance policy in which they created; however the Governing Board should create the new attendance policy.

**Feedback
Mandatory**

The Board Chair should review the current meeting's agenda, include any amendments and suggest a motion to approve.

Prior to the public comment, there should be a discretionary statement about to inform the community members to not mention teacher or student names during their comments.

The budget should be reflective of budgeted amount vs. actuals by month.

Optional

While the meeting space is accessible to the public, the set-up is not conducive to a meeting in public. It is important to be able to delineate between the Governing Board members and the community. The set-up should allow Governing Board members to engage in conversation amongst themselves, and allow the community to observe the meeting, rather than be integrated within the set-up of the meeting.

The Governing Board Meeting is a meeting in public, and not a public meeting. Therefore, community members are observing the meeting, and may only address the Governing Board, including any questions during the public comment section of the agenda.

The meeting space includes technology, and therefore the secretary may consider incorporating the technology by having the agenda projected and typing the minutes directly into the document, recording the minutes with full transparency.

In an effort to increase the engagement of the Governing Board, including more discussion, the Governing Board Members should be provided the documents (reports, policy changes, etc.) prior to the meeting. Allowing the meeting to not be a place to disseminate information, rather a place where the Governing Board members are engaged in discussion and decision-making.

Based on the school's state academic designation, consider an increased focus on discussing, evaluating and analyzing the growth of the school academically within each meeting.

With large reports, or data analysis, the reports should be shared with the appropriate committee first, and they should complete an in depth analysis of the information. Upon the completion of the committee's deep dive, the committee then presents the findings to the full board, which includes their in-depth analysis summary.

Commendations

The Governing Board is abreast of the community concerns, based on attending Community Sessions on Saturday. The Principal addresses these concerns during the Public Comment section of the agenda.

The Principal provides an effective explanation of his time regarding coaching days versus office days.

APPENDIX 1

DAAOE Original Charter Petition Application



Part II. Assurances and Signatures

1. This charter petition was approved by the DEKALB COUNTY

Board of Education on _____
Date

Superintendent

Date

Chair, Local Board of Education

Date

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

Charter Petitioner

Date

Charter Petitioner

Date



Part III. Executive Summary

The executive summary should not exceed **2 pages** for new charter school petitions and **4 pages** for renewal petitions. The executive summary should include the following information:

Basic Information

Charter School Name DESTINY ACHIEVERS ACADEMY OF EXCELLENCE

Type START-UP

(Start-up, LEA Start-up, State Chartered Special School, Career Academy, Jointly Authorized, Virtual)

Approved by the DEKALB COUNTY Board of Education on _____

Grade Levels Served 9 - 12

Ages Served 14 - 21

Proposed Opening/Renewal Date 2011 - 2012

Proposed Charter Term 5 YEARS

(If the petition seeks a term greater than 5 years, explain the rationale for the requested term length.)

For each year of the proposed charter term, please indicate the number of pupils the charter school plans to serve.

	9	10	11	12	Total
Yr 1	27	34	34	15	110
Yr 2	40	36	40	34	150
Yr 3	60	50	50	40	200
Yr 4	70	70	60	50	250
Yr 5	80	80	75	65	300

Destiny Achievers Academy of Excellence will submit a charter amendment for addition of modular units to facilitate the growing number of students in our school by year three.

Destiny Achievers Academy of Excellence

Mission

The mission of Destiny Achievers Academy of Excellence (DAAOE) is to provide students with the highest level of academic opportunity by promoting high standards and high expectations in a challenging and supportive environment; thereby ensuring that all students will be given opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and the workforce.

This mission supports the legislative intent to “increase student achievement through academic and organizational innovation” by intentionally addressing factors that lead to student drop-out and providing a supportive educational environment that will lead to student success. The most recent report (2006-2007) of the USDOE, National Center for Education Statistics shows that the average graduation rate for Georgia was 64.1%, which is in the bottom third of the nation. DCSS graduation rates for 2009 are 79%. We anticipate, based upon data from similar schools, that our graduation rate will exceed that of the state of Georgia and the DCSS. Data from similar environments indicates that standard measures of progress such as enrollment in senior class, and performance on End-of-Course tests will also increase. Our 5 pillars of academic success encourage participation in co-curricular activities including the Spelling Bee, Writing Across the Curriculum, Weekend Writing, Gender Day, AES (Additional Educational Support). We believe that the strategies included in this petition will prove successful in reducing the drop-out rate and allowing Destiny Achievers Academy of Excellence to attain AYP status and that these strategies will benefit high school students throughout DeKalb County. In addition to the benefits that high-risk students receive from DAAOE, traditional students also benefit from small class sizes, accelerated classes, and classes that are unique to their individual graduation requirements.

Academic Program

DAAOE is a non-traditional high school that prepares our students to think critically as lifelong learners where students become equipped for college and/or the workforce. Due to the complexities of our student population, we are able to serve students who have not been successful in the traditional high school setting as well as those who have successfully matriculated from middle school. We will meet the demands for academic success through specialized programs: Additional Educational Services (AES), Supplemental Educational Services (SES), extended day for learning, Saturday School, gender-based classes, the Garden Project, IPOD program and the Summer Institute. These services include web-based instruction, mandatory in-school tutorials, and required study skills and training. We will provide students a nurturing learning environment where the staff and the community are actively involved in mentoring, motivating, and monitoring our students’ success; where we are One Staff, One School, One People, One Destiny. Our entire program transcends the students’ learning experience to a school without walls.

The five pillars of our Institutional Goals are Academics, Health/Wellness, Student Advisement and Mentorship, Student Involvement, and Parent Involvement. These five pillars are the synergistic elements that lead to Student Achievement. Parents, students, community, and staff all play an integral part in building partnerships to achieve our goals. The educational programs will be distinguished by an application of varied instructional delivery and learning styles, a technology-across-the curriculum approach, incorporation of an integrated, academic seminar series at each grade level, as well as

Destiny Achievers Academy of Excellence

mathematics (Carnegie Learning Math) and reading across content areas. We will incorporate vocational, entrepreneurial and non-traditional work-study related programs, gender-based activities, and community service projects to enhance the learning experience for our students. Each student will have an Individualized School Completion Plan (ISCP) developed by the student, parent, teacher, counselor, and administration which will be monitored at each grading period. DAAOE will be a school where small class size and caring teachers overcome the obstacles to learning for each individual student. AES will be provided to help fill gaps in core content areas to maximize students' chances of passing End of Course Test (EOCT) and the Georgia High School Graduation Tests (GHSGT). This is done while students are afforded more opportunities to practice the core content, as well as learning test-taking strategies and how to relieve test-taking anxiety. This also provides our students with the opportunity to help increase their positive attitude toward taking tests. The culture of the school will revolve around hard work, high aspirations, respect for others, and the expectation that all students will succeed. We want students to say "I am LOVED", "I am CHALLENGED", "I am VALUED".

Organization

DAAOE will be organized and operated as a non-profit corporation under the laws of the State of Georgia and will not be controlled by a management group. DAAOE will be governed by a policy setting Board of Directors and managed by an Executive Director (who will implement and enforce the policies). The Board shall be composed of nine (9) members: four (4) members from the community, two (2) members of the faculty or staff, three (3) parents or guardians of students attending DAAOE. The Director shall serve as non-voting, ex-officio member of the Board of Directors.

DAAOE Core-Values At DAAOE we ...

- **Are mission-driven**—We are determined to get and keep students on track for higher education, create a safe learning environment and a strong school culture, with school leaders, teachers, parents, and students all relentlessly focused on ensuring student success.
- **Are focused on college preparation**—We provide students with a rigorous, relevant, and engaging curriculum, as well as with co-curricular opportunities, such as internships and travel programs to broaden student experiences.
- **Teach for mastery**—Teachers are not simply imparting a rigorous curriculum; they are expected to teach for in-depth understanding and practical application. As needed, students are given remediation, acceleration, and more time on task to learn and master key academic standards.
- **Provide wrap-around support**—In ensuring support that responds to students' academic and social needs, they expect and receive help from families and community partners. Personalized support is evidenced through systems, such as advisory programs, college counseling, academic tutoring, and mentoring.
- **Value professional learning**—The principal serves as an instructional leader and teachers are collaborative and actively engaged in ongoing professional development throughout the year.
- **Are accountable**—We will be a well-run organization with a strong, active governing board that generates creative solutions to challenges that arise and empower administrators and other leaders to make and implement decisions expeditiously.



Part IV. Start-Up Charter School Petition Requirements

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

DESCRIPTION OF THE EDUCATIONAL PROGRAM

1. Page 8-18 Describe the focus of the curriculum.
2. Page 18-22 Describe the instructional methods to be used in the charter school, including any distinctive or unique instructional techniques or educational programs.
3. Page 22 Describe the anticipated teacher-to-student ratio and the rationale for maintaining this ratio.
4. Page 22-23 Describe how the charter school will meet the needs of students identified as gifted and talented.
5. Page 23 Describe any extracurricular or other auxiliary educational activities the charter school may offer, including the description of any partnerships between the charter school and local school system or other agency addressing these activities.
6. Page 24-26 If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

STATE AND FEDERALLY MANDATED SERVICES

7. Page 26-27 For students with disabilities, describe how the charter school will provide state and federally mandated services.
8. Page 27-28 For English Language Learners (ESOL), describe how the charter school will provide state and federally mandated services.
9. Page 29 Describe how the charter school will provide supplemental educational services in required cases pursuant to SBOE Rule 160-4-5-.03 and NCLB.
10. Page 29 Describe how the charter school will provide remediation in required cases pursuant to SBOE Rule 160-4-5-.01 and NCLB.

DESCRIPTION OF ASSESSMENT METHODS

11. Page 51-52 Describe the charter school's assessment plan to obtain student performance data for each student, including the students' baseline achievement data, which will be used in connection with the academic performance-based goals and measurable objectives stated in the petition.
12. Page 52-53 Explain how the charter school will work with the local school system to participate in all state-mandated assessments.
13. Page 53 Describe how the charter school's assessment plan will measure student improvement and over what period of time.



14. Page 52-55 Describe how the charter school will use this assessment data to monitor and improve achievement for students.

PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

15. Page 29-37 Describe the academic performance-based goals and related measurable objectives for the charter school. Academic goals must be related to state and federal assessment standards. For each goal, provide measurable objectives that address each grade and content area for each year of the charter term. Academic goals should be rigorous, yet realistic and attainable, and to the extent possible, should be developed in connection with the students' baseline achievement levels. Describe how these academic goals and measurable objectives will comply with the Single Statewide Accountability System.
16. Page 38 Describe the organizational and management performance-based goals and measurable objectives for the charter school. Organizational and management goals and measurable objectives should describe and measure the effectiveness, viability and competency of the organization, which may include, for example, financial management and performance, operational management, and satisfaction of a range of stakeholders.

WAIVERS

17. Page 41 State whether the charter school will utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), and if so, include illustrative examples of how the charter school will implement the flexibility to meet or exceed the performance-based goals and to increase student achievement.
18. Page 41-51 If the school will not utilize this flexibility, list the specific waivers requested and the rationale for each. Describe further how each waiver will help the school meet or exceed the performance-based goals and to increase student achievement.

DESCRIPTION OF SCHOOL OPERATIONS

19. Page 56 Describe the attendance zone for the charter school.
20. Page 56 Describe the rules and procedures that will govern the admission of students to the charter school.
21. Page 57 Describe whether the charter school will use any enrollment priorities pursuant to O.C.G.A. § 20-2-2066(a)(1).
22. Page 57 Describe the steps that will be taken to reach students representative of the racial and socioeconomic diversity in the school system.
23. Page 57 Describe the charter school's plan for recruiting students and for maintaining/increasing enrollment.
24. Page 58 Describe the rules and procedures concerning student discipline and student dismissal (including code of conduct and student due process procedures).

Destiny Achievers Academy of Excellence

25. Page 58-59 Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers, including the role the governing board will play in resolving such grievances and complaints.
26. Page 59-64 Generally describe the charter school's employment procedures and policies.
27. Page 64 Describe how and by whom the principal's performance will be appraised.
28. Page 61 State whether certification by the Georgia Professional Standards Commission will be required, and if not, describe the training and experience that will be required and the procedure for determining whether a teacher has demonstrated competency in the subject area(s) in which he/she will teach as required by NCLB.
29. Page 64 Describe whether the charter school will use the state salary schedule, and if another schedule will be used, provide that schedule.
30. Page 64 Describe the charter school's procedures to ensure that staff members are subject to fingerprinting and background checks.
31. Page 65 Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof.
32. Page 65 Describe whether transportation services will be provided and, if so, briefly describe the transportation program for the school. If transportation services are not provided, describe how this will not be a barrier to eligible students to attend school.
33. Page 65 Describe whether the charter school will provide food services (including participation in federal school meals programs), and if so, briefly describe the proposed food services programs.
34. Page 66 State whether the charter school will elect to participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. § 20-2-880 and § 20-2-910.

PARENT AND COMMUNITY INVOLVEMENT

35. Page 67-70 Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved in the school, including involvement with the governing body of the school.

DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

36. Page 70 Describe the level of autonomy the charter school will have over budgets and expenditures.
37. Page 70-71 Describe the plans for ensuring that the charter school will be subject to an annual financial audit by an independent Georgia-licensed certified public accountant.
38. Page 71 Identify the school's chief financial officer and describe how that person's credentials comply with the Guidance for State Board of Education Rule 160-4-9-.04.
39. Page 71 Provide a proposed timeline as to when the charter school will begin to receive state and local funding from the local board in order to begin operations.
40. Page 72 Describe the charter school's plans for securing other sources of funding, including funding from corporations, individuals, foundations, philanthropic groups, or any other source.



DESCRIPTION OF GOVERNANCE STRUCTURE

41. Page 72-73 Describe how the governing board will be subject to the control and management of the local board and subject to the provisions of O.C.G.A. §§ 50-14-1 *et seq.* and 50-18-70 *et seq.*
42. Page 73 Describe the governing board's function, duties, and role, including the board's role as it relates to the charter school's mission.
43. Page 73 Describe the composition of the governing board, how and when governing board members will be selected, how long each governing board member will serve, and how governing board members may be removed from office.
44. Page 78 List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations and disclose any potential conflicts of interest.
45. Page 75 Disclose any potential conflicts of interest of the founding board members.
46. Page 75 Describe how the governing board will ensure that current and future board members avoid conflicts of interest.
47. Page 75-76 Describe how the governing board will ensure effective organizational planning and financial stability.
48. Page 76-77 Describe the method that the local board and the charter school plan to utilize for resolving conflicts.
49. Page 78 State if the charter school intends to contract, or has contracted for, the services of a for-profit entity or any other educational management agency. If so, describe how the contract will be in the best educational and financial interests of the charter school.

FACILITIES

50. Page 66 Describe the school facility that the charter school will use and its location. State whether the school facility is new or existing.
51. Page 66 Describe any modifications necessary for utilizing the space for educational purposes.
52. Page 66 Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation.
53. Page 66 Provide a Certificate of Occupancy, or a timeline for obtaining a Certificate of Occupancy, prior to students occupying the proposed facility.
54. Page 66 Provide the school's emergency safety plan, or a timeline for preparing a safety plan in accordance with O.C.G.A. § 20-2-1185 and submitting it to the Georgia Emergency Management Agency.

JOINTLY AUTHORIZED CHARTER SCHOOLS - Required if two or more local boards will jointly authorize the charter school.



55. Page __NA__ State which local board will be the fiscal agent for the jointly authorized charter school.
56. Page __NA__ Describe how each local board will contribute local revenue to support the charter school.
57. Page __NA__ Attach an agreement detailing the investment and responsibility of each local board regarding the jointly authorized charter school.

VIRTUAL CHARTER SCHOOLS – Complete and attach the “Addendum for Virtual Charter Schools” checklist, located at http://public.doe.k12.ga.us/pea_charter.aspx.

REQUIRED APPENDICES

- App. __B__ Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State (LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).
- App. __C__ Attach a copy of the by-laws for the nonprofit corporation (LEA start-ups and state and local public entities are not subject to this requirement pursuant to O.C.G.A. § 20-2-2065(b)(4)).
- App. __A__ Attach a copy of any admissions application the charter school proposes to use.
- App. __D__ Attach the charter school’s proposed annual calendar and a draft of the charter school’s daily school schedule.
- App. __E__ Attach a monthly cash flow projection detailing revenues and expenditures for the charter school’s first two (2) years of operation.
- App. __U__ Attach alternative monthly cash flow spreadsheets projecting revenues and expenditures that assume one-half (1/2) of the projected student enrollment for the first two (2) years of operation.
- App. __F__ Attach spreadsheets projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.
- App. __NA__ Attach documentation of any sources of revenue appearing in the spreadsheets that are anticipated to come from private sources.
- App. __NA__ Attach a copy of any agreements with other local schools for the charter school students’ participation in extracurricular activities such as interscholastic sports and clubs.
- App. __NA__ Attach a copy of any intended contracts for the provision of educational management services or the provision of supplemental educational services and remediation. Such contracts shall describe the specific services for which the contracting organization is responsible. In the case of a management organization, such contracts shall clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school.



NARRATIVE SECTION OF PETITION

I. Charter School/Petitioner Information

- ▶ 1 – 5. Name: Destiny Achievers Academy of Excellence
- Type: State Public Entity
- Term: August 1, 2011 – July 31, 2016
- Students: 110 students, Grades 9-12
- Charter Duration: Five years
- Primary Contact: Ben C. Jakes
- School Representative: Clarence Callaway, Sr.

II. Statement of Mission

▶ 6 - 7. School's Mission and Innovativeness of Idea

The mission of Destiny Achievers Academy of Excellence (DAAOE) is to provide students with the highest level of academic opportunity by promoting high standards and high expectations in a challenging and supportive environment; thereby ensuring that all students will be given opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and the workforce.

Innovative Programming:

In order to meet the legislative intent to “increase student achievement through academic and organizational innovation, we will serve youth, ages 14 – 21, from the DeKalb County community, including those who are returning drop-outs; have behavioral problems in the DeKalb school environment; are rebellious to parental guidance; are at-risk of engaging in high risk sexual behaviors; in jeopardy of dropping out of school. In addition, we also serve students who have not been successful in the traditional high school setting and students who may desire the small class size, supportive mentoring opportunities, flexibility of scheduling, work-related opportunities, and community service possibilities that are offered in DAAOE. In other words, our doors are open to any student living in DeKalb County who desires to attend DAAOE, as long as space allows. We will make tremendous efforts to transform the family unit while also reducing the expression of at-risk behaviors among the youth. In addition, we will provide educational and interpersonal related support services for high-risk youth who are transitioning from restrictive placements and are seeking successful reentry into their school, home, and/or community.

The educational programs will be distinguished by an application of varied instructional delivery and learning styles, a technology-across-the curriculum approach and incorporation of an integrated, academic seminar series at each grade level, opportunities for students to participate in Advanced Placement (AP) classes, as well as the implementation of Carnegie Learning’s Georgia Mathematics program and reading across content areas. We will also incorporate vocational, entrepreneurial and non-

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traditional work-study related programs, gender-based activities, and community service projects in the learning environment to enhance the learning experience for our students. Each student will have an Individualized School Completion Plan (ISCP) developed by the student, parent, teacher, counselor, and administration which will be monitored at each grading period. Saturday school will be mandated tutorial opportunity for students at risk for failure. We will utilize daily tutorial sessions focused on preparation for Georgia High School Graduation Tests (GHS GT) and End-Of-Course Tests in each content area. Enrollment in these preparation tutorials will be based on previous test scores. These sessions will rotate each nine weeks. DAAOE will provide a Summer Institute for targeted students as remediation opportunities and/or preview of upcoming curriculum.

DAAOE will be a school where small class size and caring teachers overcome the obstacles to learning for each individual student. The culture of the school will revolve around hard work, high aspirations, respect for others, and the expectation that all students will succeed.

The COMPASS Learning Odyssey on-line supplemental educational programming that is correlated with the Georgia Performance Standards will allow students to progress at their own pace through various objectives. These objectives are in the content areas of Science, Mathematics, Social Studies, and English/Language Arts and writing in the content areas. COMPASS provides assessments to determine the appropriate entry level for students and involves students in all levels of Bloom's taxonomy. This unique application will support students' learning in all content areas and its use of computer technology provides both individualized progress and motivation. The correlation chart and Scope and Sequence for COMPASS are found in Attachment S.

Vision

Destiny Achievers Academy of Excellence (DAAOE) will increase the number of high school graduates in DeKalb County as well as the state of Georgia; who will be employable as well as attain a post-secondary education. We provide a supportive learning environment for the high school student and his/her support system that will encourage them to stay engaged in the process of receiving a high school diploma. DAAOE will address the family unit support with counseling/education/mentoring and case management intervention to assist in providing the fundamental support for all of our students. Students will be challenged individually to explore in depth understanding of their academic studies as they relate to focused short and long term goals. We will develop a collaborative relationship with other non-traditional schools throughout the state and develop / share "Best Practices" to support the enhancement of our learning environment.

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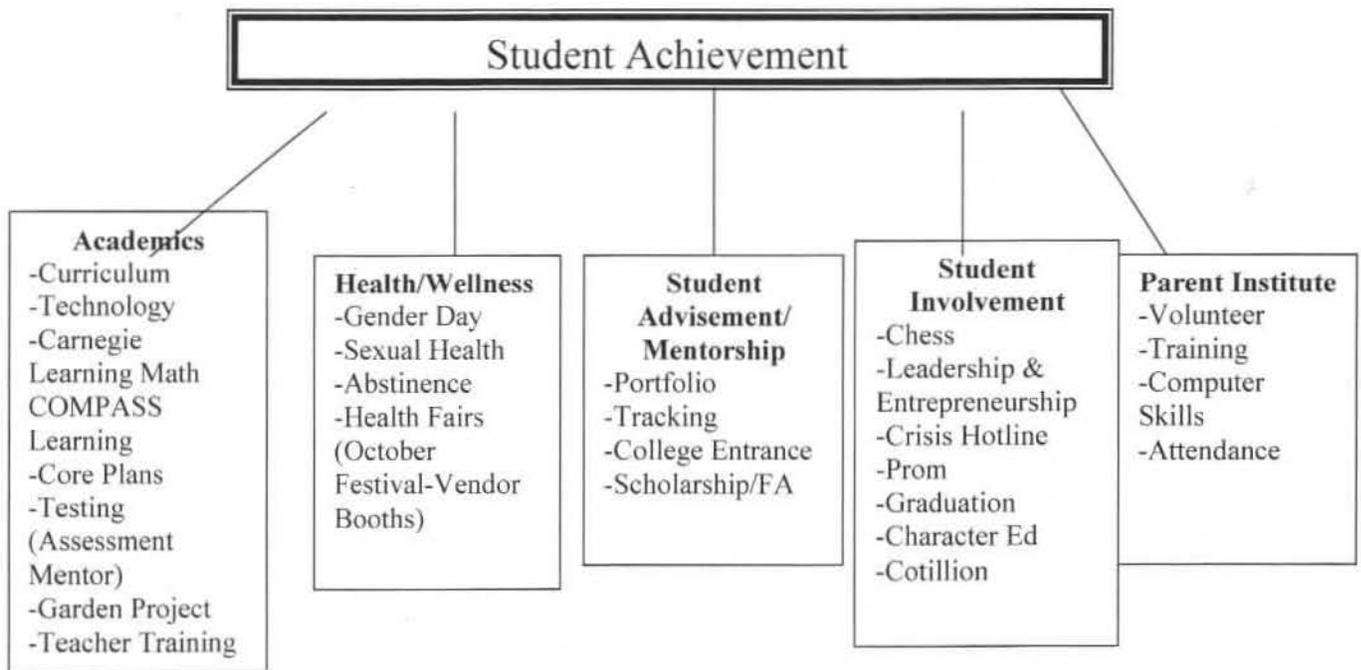
III. DESCRIPTION OF EDUCATIONAL PROGRAM

► 8 - 9. School's Curriculum and Unique Program Elements

~Change DAAOE off of the GPS standards

Core Beliefs

DAAOE will adhere to the following **Five Pillars of our Institutional Goals**: These goals are all focused on the one main goal of Student Achievement. Academics is only one of the strands that we build on to help students reach their goals of a high school diploma and lifelong success. We pride ourselves in providing students a nurturing learning environment where we are One Staff, One School, One People, One Destiny!



Under girding these Five Pillars are other beliefs and commitments that we adhere to:

1. **Strong partnerships** with the public K-12 education system and community-based organizations serving at-risk youth. Partnerships reflect support for DAAOE at all levels.
2. **Innovative academic** approach and support strategies for student success include the following:
 - a. Individualized School Completion Plan will be implemented for each student. This mentor/mentee developed goal-based plan will document and track each student's successes on standardized tests, college entrance requirements, as well as post-secondary learning opportunities.

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- b. Because DAAOE is a non-traditional high school, we can serve students who are not accommodated in traditional high school settings. For example, we serve the older student (ages 18-21) who have been emancipated, are single parents, live alone, and/or cohabitate.
 - c. Due to their unique needs and desire to obtain their high school diploma, the staff will be trained and receive professional development to understand and cater to the unique needs and circumstances of this student population.
 - d. Students can take advantage of the opportunity to graduate early to recover credits by being able to earn up to 12 credits in one year. Additionally, students may have seat time waived by successfully passing COMPASS Learning mastery tests.
 - e. By having a school without walls approach, we will provide various opportunities for learning, field trips, guest lecturers, community service learning, as well as cooperative learning pods, inquiry-based learning, school-wide writing prompt projects students learn and retain knowledge.
 - f. Students will be provided extended opportunities for learning which include extended-day, Saturday school (tutoring/credit recovery), and 24-hr learning. Twenty-four hour learning is an opportunity for students to access web-based learning modules in core content areas such as COMPASS Learning and Carnegie Learning for math curriculum. Equally, the most current technology devices will be utilized to enhance learning i.e. IPOD (iTunes U) to access additional content material for reinforcement and Vernier Probes for data collection in science.
 - g. We will also incorporate small learning cohorts, DeKalb On-Line Academy (DOLA) classes and/or grade-recovery, classroom use of COMPASS Learning (reinforcement/re-teaching/differentiating instruction), USA Test Prep, GIZMO individualized instruction strategies.
 - h. Students will be provided one-on-one motivation, academic advising personal assistance; gender-based support sessions, counseling and guidance classes for both students and parents (family support); parent/student resource center, and connections to community services. Students who are struggling in math will be enrolled in double math periods based on pre-assessment and teacher recommendations.
 - i. Reduced class size will be implemented to maximize student/teacher interactions.
 - j. Teen mothers will be allowed to re-enter school once they have received clearance from their physician to return; which results in their ability to earn credit for current classes. Traditional schools require them to sit out the entire semester.
3. **Steadfast commitment** to all youth including a vision for high achievement for non-traditional education shared by the staff at all levels, and transition plans to help reach ongoing educational goals.
 4. **Focus on academic and social skills development** to provide students an academically rigorous and socially responsible educational program that facilitates self accountability, critical thinking, and healthy-decision-making. Each Wednesday, gender-based activities are planned with guest speakers and topics of interest to promote positive decision-making skills. Each semester, each content teacher must take their students on a field trip that is relevant to the content area and supports GPS.
 5. **Promote Community Service** by requiring forty hours of community service for graduation. This requirement serves the community, the student and the school. Through completion of

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various projects our visibility in the community is increased because the public can see our students performing projects such as cleaning yards of elderly citizens, participating in Habitat for Humanity house builds, reading to the elderly and elementary students, and other identified projects. As well as instilling in students a commitment to the community, we hope that over time, this will increase community pride and commitment and support for the goals of this program.

The individual pillars of DAAOE compose the complete academic program for students, staff, and parents. These pillars are aligned with Georgia Performance Standards (GPS), have indicators for tracking their progress, and are correlated with the Georgia School Keys that support them. Throughout the petition, this alignment with standards, indicators of performance, and correlation with Georgia Keys will be demonstrated.

ACADEMICS

The curriculum of DAAOE will be the state-mandated Georgia Performance Standards (GPS) and will include an acquisition of knowledge and skills that can be applied in a real world context. The goals and objectives are to teach problem solving skills, integrate technology and the proper use of written and oral communication skills. Furthermore students will apply critical thinking skills, the scientific method and global awareness in the core curriculum areas.

Curriculum

Georgia Keys GAPSS Analysis Curriculum Standard 1 indicates: The school's curriculum is sequenced and organized to ensure students know, do, and understand the core content outlined in the Quality Core Curriculum or Georgia Performance Standards (based on phase-in plan). Therefore, DAAOE ensures that all written curriculum documents fully align with all of the GPS and serve as useful guides for instructors to ensure that students know, do, and understand requirements for each subject area for each grade level and grading period. DAAOE adheres to the following operational descriptors for this standard:

Curriculum maps or equivalent documents - Curriculum maps exist for all core content areas, and there is evidence of school-wide use; based on DeKalb County District Pacing Charts and Georgia Performance Standards.

Curriculum alignment - The GPS/QCC curriculum is aligned horizontally and vertically within the school.

Curriculum units or equivalent documents - Curriculum units have been developed using a common framework, and there is evidence of school-wide use; based on the syllabus, formal and informal assessments, teacher lesson plans and unit plans

Integration - Teachers use the curriculum design to make connections within and across subject areas.

Rigor - Curriculum that challenges all learners to demonstrate depth of understanding, including such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Additionally, we use summative and formative assessments, test results, and oral observations to determine the success of our curriculum.

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Destiny Achievers Academy has a systematic approach to encourage student achievement by using various strategies, programs, methodologies, and instructional tools for optimal learning.

Indicators

- 3 part lesson (Opening, instructional delivery, and student drill and practice)
- Teaching across the curriculum
- Collaborative teaching and learning
- Rigor, relevance and relationships
- Additional Educational Services (Daily/Saturday tutorials and web-based instruction)
- Project based learning
- GPS (Georgia Performance Standards)
- Calendar of Collaboration
- Professional Development

Technology

Destiny Achievers Academy integrates the use of technology to facilitate differentiated instruction. The curriculum will drive technology usage; as well as the use of data collected from student progress. Computer technology is an integral and prominent part of the classroom, encouraging interactive learning and student responsibility. Technology is instrumental in providing academic support, student exploration of content and ideas, word processing and presentation skills, technical skills, and test preparation.

Indicators

- Multi-information technology devices
- Problem solving methods
- Research based projects
- Team work and leadership applications
- Web-based learning support tools
- Teachers as facilitators of learning
- Interactive learning
- Utilization of Smart Board software
- Class notes posted on portals available to students and parents
- Real-life applications and simulations
- Development of critical or higher-order thinking skills

Standards

We use the Georgia Performance Standards. Destiny is committed to providing standards based classrooms utilizing research based learning and best practices.

Indicators

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- 3 part lesson (Opening, instructional delivery, and student drill and practice)
- Scaffolding
- Essential Questions
- Differentiated instruction
- Non-linguistic representation of content
- Project based learning
- Standards-based assessment

Gender Specific Classes

Destiny Achievers Academy provides instruction based on brain-based learning and using instructional tools that are gender specific.

Indicators

- Single gender classroom setting in Chemistry
- Classroom activities and strategies based on current data (gender)

Core Plans

Destiny Achievers Academy provides an organized framework that aligns curriculum, assessment and instruction to plan quality teaching and learning. These frameworks include inquiry-based learning, a scope and sequence in each subject area and Carnegie for mathematics.

Indicators

- Math
- Language Arts/Reading
- Social Studies
- Science
- Business Education
- World Language
- Health/PE

Garden Project

Destiny Achievers Academy provides an innovative green energy program that embodies cross-curriculum learning experiences that integrate science, math, social studies, language arts and health/wellness. This program fosters environmental awareness, student responsibility and citizenship.

Indicators

- Going Green
- Healthy living awareness
- Environmental interaction
- Community involvement



Health and Wellness

Destiny Achievers Academy's health and wellness programs are designed to encourage students to adopt and maintain healthy behaviors and lifestyles through the promotion of avoiding and reducing health risk.

Gender Day

Destiny Achievers Academy's Gender Day is a weekly gender-based character building education that focuses on building self-esteem and social responsibility where the intended outcome is improved academic performance and school attendance.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships.

(*add footnote)

Indicators:

- Students are given an opportunity to assemble into groups to discuss gender specific topics.
- Students engage in activities that promote self-esteem and relationship building skills.
- Students are exposed to unique ideas, points of view, and relevant research-based information provided by various guest speakers including entertainers, politicians, educators and other notable citizens.
- Students will discuss the disparity between males and females on math and science scores.

Sexual Health

Destiny Achievers Academy's sexual health programs allow students to acquire information about healthy sexual practices, maintaining healthy relationships, and forming positive attitudes regarding identity and intimacy. These goals will be reached by addressing risk factors that are common among our youth.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors.

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Indicators:

- Delay of sexual experimentation
- Focus on academic success and progress
- Positive sexual development
- Positive self-esteem
- Avoidance of health risks
- Pro-social skills and competence
- Positive minority and gender identity
- Healthy choice decision making

As part of the sexual health program, Destiny Achievers Academy promotes the value of abstinence through academics and extracurricular instruction such as Gender Day and abstinence based programs supported by outside youth organizations.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. The acquisition of basic concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. Decision-making skills are needed to identify, implement, and sustain health enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions.

Indicators:

- Understand the importance of attaining self-sufficiency before engaging in sexual activity
- Comprehensive sexuality education
- Delay of sexual experimentation
- Avoidance of health risk
- Positive sexual development

Health Fairs

Destiny Achievers Academy upholds the standard of healthy living, behavior and lifestyle through a culmination of activities that help students learn about health oriented practices such as prevention, early detection, physical fitness and wellness.



Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Indicators:

- Community involvement/ organizations
- Health and wellness seminars
- Health and wellness professional involvement
- College and university involvement
- Booths, exhibits and demonstrations

Gender Day, Sexual Health, and Health Fairs also relate to School Culture Standards in the School Keys. “School culture is the norms, values, standards, and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.” This is particularly relevant to our school population in connecting the school culture to the broader community and instilling values that will support continued academic and social success for our students.

School Culture Standard 1: The school culture reflects norms, values, standards, and practices that reinforce the academic, social, emotional, and relational growth of each student and a commitment to the professional growth of all educators.

SC 1.2 School Culture Supports Social Growth and Development of Learners

Social growth - Students demonstrate a growing capacity for meaningful and mature social interactions with peers and adults representing diverse populations, including self-monitoring, self-control, empathy, and perspective.

SC 1.3 School Culture Supports Emotional Growth and Development of Learners

Emotional growth - Students demonstrate growing levels of maturity as they progress through their education, including a maturing capacity for understanding their own motivation, evaluating and



observing their emotional reactions, expressing and regulating emotions appropriately within varying contexts.

SC 1.4 School Culture Supports Relational Growth and Development of Learners

Relational growth - Students display a capacity for interacting positively and maturely with peers and adults, forming relationships as they mature that are increasingly productive, supportive, and positively nurturing and mutually enhancing.

Student, Family, and Community Involvement and Support Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

Student needs - The school responds to the academic-intellectual, social, emotional, relational, and physical needs of its students by ensuring their access to timely and appropriate services to address those needs.

Family needs - The school supports the families of its students by working collaboratively with them to identify and facilitate access to appropriate services and support agencies.

Community needs - The school demonstrates its commitment to being an active part of its community, including providing appropriate access to its facilities, reinforcing cross-school articulation (e.g., ensuring smooth transitions from middle to high school and from high school to post-secondary options), helping students to become effective life-long learners and members of the world of work, and promoting ethical and democratic citizenship.

School Culture Standard 2: School rules, practices, and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

SC 2.1 Rules, Practices, and Procedures Support Positive Relationships and Interaction

Interactions - The school provides opportunities for positive interactions among individuals and groups.

SC 2.3 School Fosters Inclusion and Celebrates Diversity

Celebrations - Rituals, ceremonies, and programs exist within the positive learning community to acknowledge individual, small group, and organizational achievements and accomplishments.

The uniqueness of DAAOE is the combination of individualized academic instruction when needed along with Treatment and/or Behavior Modification Services which assists individual students in mastery of the Georgia Performance Standards for 9th-12th graders. The 18 to 1 class size allows students to have more teacher attention and opportunities to form relationships that motivate and encourage them to meet their goals.

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The following ELEMENTS from the Georgia Keys describe the operational descriptors that we adhere to in implementing the curriculum:

Research-based – Teaching - learning - assessment strategies and practices proven by educational research to make a statistically-significant difference in overall and disaggregated student achievement results. Such strategies can include compare/contrast, summarizing and note-taking, providing feedback that is criterion based, using cueing tools, higher-order questioning, and advance organizers.

Differentiated instruction - Differentiated instruction is provided to support students according to their instructional needs, including modification of content, process, product, and learning environment based upon students' readiness levels, learning styles, and interests as well as background knowledge.

Higher order thinking skills - Higher order thinking skills are emphasized for students, including such discrete, observable skills as comparison, classification, analysis of perspectives, and induction.

Higher order thinking processes - Higher order thinking processes are reinforced for all students, including such processes as investigation, problem solving, decision making, and systems analysis.

Habits of mind - Teachers reinforce students' life-long dispositions to become effective learners, including their ability to use critical thinking, creative thinking, self-regulation and metacognition.

Relevance and authenticity - Whenever possible, instructors attempt to reinforce students' understanding of the purpose of what they are learning and its connection to the world beyond the classroom.

Sequence of the instructional period - Learning is supported by predictable, logical presentation of content and ideas in a conducive environment with a variety of instructional delivery modes including technology. Students begin by activating prior learning, including experience-based activities, followed by spiraling and scaffolded tasks that move them toward conceptual understanding and independent use of what they are learning.

Curriculum decisions – Data, research, and assessment of student work are used extensively in making decisions about curriculum.

Curriculum monitoring - The school provides a systematic process for monitoring the curriculum to ensure the achievement of all learners relative to Georgia Performance Standards.

Alignment of curriculum resources - The school aligns and utilizes all available resources to support and enhance curriculum.

Time on learning - Time for students to learn and teachers to teach is kept inviolate to the extent it is possible to do so. Interruptions are kept to a minimum, with unscheduled situations and events minimized or eliminated. Additionally, all scheduled events have a clear, consensus driven learning purpose clearly aligned with articulated standards and goals.

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As such, teachers implement the curriculum using strategies and techniques that:

- Motivate and assist students with meeting requirements to complete their secondary education
- Offer opportunities for hands-on-experience for students in vocational education
- Connect learning to real-life activities
- Facilitate remediation and grade-recovery
- Nurture an awareness and understanding of unique and diverse perspectives and practices
- Allow the student the opportunity to earn a minimum of 10 courses per year
- Enhance the creative, physical, emotional and intellectual abilities of students
- Incorporate materials and technological resources that support student achievement of content and process standards
- Create a framework/mechanism for the implementation of a creative and innovative model of delivery/instruction
- Promote student learning and acceptance of positive values/concepts
- Foster the development of knowledge required to make sound career and educational choices
- Foster collaboration in a non-threatening environment
- Utilize a variety of assessments to check for mastery including, but not limited to, portfolios, creative projects, tickets out, plays, speeches, musical skits

Destiny Achievers Academy of Excellence, Inc. will comply with DeKalb County's Start-Up Charter School Guidelines for Exceptional Education and Support Services available from the Charter School Review Office.

Instruction

Student-Focused Lessons and Hands-On Activities

At DAAOE, teachers will develop student-focused lessons and hands-on activities that encourage students' critical thinking skills. The goals of DAAOE and the common student learning outcomes are:

- I. Communications: Oral and written communications will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.**

Competence within the context of general education is defined by the following outcomes:

- Ability to assimilate, analyze, and present in oral and written forms, a body of information;
- Ability to use correct grammar;
- Ability to analyze arguments;
- Ability to adapt communication to circumstances and audience;
- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;

- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

II. Quantitative Reasoning and Mathematics: quantitative reasoning and mathematics will be characterized by logic, critical evaluation, analysis, synthesis generalization, modeling, and verbal, numeric, graphical, and symbolic problem solving.

Competence within the context of general education objectives is defined by the following outcomes:

- Ability to model situations from a variety of settings in generalized mathematical forms;
- Ability to express and manipulate mathematical information, concepts, and thoughts in verbal, numeric, graphical and symbolic form while solving a variety of problems;
- Ability to solve multiple-step problems through different (inductive, deductive and symbolic) modes of reasoning;
- Ability to properly use appropriate technology in the evaluation, analysis, and synthesis of information in problem-solving situations;
- Ability to shift among the verbal, numeric, graphical and symbolic modes of considering relationships;
- Ability to extract quantitative data from a given situation, translate the data into information in various modes, evaluate the information, abstract essential information, make logical deductions, and arrive at reasonable conclusions;
- Ability to employ quantitative reasoning appropriately while applying scientific methodology to explore nature and the universe;
- Ability to discern the impact of quantitative reasoning and mathematics on the sciences, society, and one's personal life.

Implementation of Carnegie Learning's Georgia Mathematics Program

To support Quantitative Reasoning and Math ability, DAAOE will implement Carnegie Learning's Georgia Mathematics Program. This program is an innovative, research-based math solution for middle school, high school, and post-secondary students. Carnegie Learning® Math is based on extensive research from Carnegie Mellon University, along with field test in schools throughout the United States. This curriculum provides differentiated instruction, integrates interactive software, consumable texts, and collaborative classroom activities. This program is correlated with Georgia Performance Standards and the correlation chart and scope and sequence are found in Attachment S. The components of the program are:

- Consumable textbooks – flexible and affordable texts built for the standards-based classroom which address both mathematical content and process standards
- Carnegie Learning® Adaptive Math Software Solutions—provides differentiated instruction to address individual student needs
- Cognitive Tutor® Software—individualized and self-paced instruction

- Response to Intervention (RTI) Resources—aligned to Georgia’s Pyramid of Intervention(POI); offers several options available to meet unique student needs
- Professional Development—delivered by Certified Implementation Specialists, supports teachers in becoming reflective practitioners; develops strategies for effective curriculum implementation; utilizes multiple measures of student success.

III. Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values and belief systems; historical and spatial relationships; and flexibility, open-mindedness, and tolerance.

Competence within the context of general education objectives is defined by the following outcomes:

- Ability to relate local, national, and global social policy;
- Ability to describe how historical, economic, political, social, and spatial relationships develop, persist, and change;
- Ability to articulate the complexity of the human behavior as functions of the commonality and diversity within groups;
- Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;
- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
- Ability to critically analyze one’s own culture.

IV. Scientific Reasoning: Scientific reasoning will be characterized by understanding and applying scientific method, laboratory techniques, mathematical principles, and experimental design to natural phenomena.

Competence within the context of general education is defined by the following outcomes:

- Ability to make informed judgments about art forms from various cultures including one’s own culture;
- Ability to recognize the fine, literary, and performing arts as expressions of human experience;
- Ability to discern the impact and role of artistic and literary achievement in society and one’s personal life.

Methods of Instruction

DAAOE will recruit and employ teachers with a proven track record of successfully maximizing classroom learning. The following strategies will be employed in DAAOE classrooms:

- Implementation of Georgia Performance Standards (GPS)
- Direct individual-student instruction

- Indirect individual-student instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Computer activities
- Educational and motivational field lessons
- Whole-language instruction
- Project-based learning
- Reading Across the Curriculum
- Writing Across the Curriculum
- Additional Education Services

V. Learning Cohort and Schedule

As students are admitted to DAAOE, the first semester of coursework will be in a learning community cohort. Although students' levels of academic ability will vary, students will enroll during the first term of instruction following the initial semester in learning support coursework in a modified block schedule. Students will be pre-assessed in core subject areas (COMPASS Learning) in order to determine their academic levels. After initial levels have been identified, the data gathered will be used to further determine differentiated instructional needs for each student.

Purpose of the Learning Community Cohort

- Develop basic skills in foundational subjects
- Give students a sound procedural foundation in reading, writing, and math
- Assist students in applying reading, writing, and math skills in discipline-specific content areas (science, history, etc.)
- Expose students to academic habits needed to succeed in a postsecondary environment
- Establish effective relationships with instructors
- Connect with each student's "story" – and help them rewrite it
- Work on intrinsic and external motivation
- Assist students in setting goals and solving problems
- Balance support with accountability
- Train students to think critically and independently
- Facilitate peer-to-peer support

VI. Leadership and Entrepreneurship

At DAAOE "Leadership" and "Entrepreneurship" are more than just words. These themes are about empowerment. Seventy percent of our students have failed in previous academic settings because they were not properly engaged. Our approach to academics will challenge these students by relating

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academics to “real-world” experiences. Students will learn how to master their career and financial futures, think critically and independently, and develop excellent problem-solving, decision-making, and teamwork skills. Students will also learn how to own and operate real businesses. Students will develop goals for the year; develop a comprehensive Life Plan upon entering 12th grade; develop a Business Plan if on Entrepreneurial Tract; develop a funding plan for Junior College/Technical School and a budget plan for 3 years after college. Those students who are on the 4-year Post-Secondary Plan will have a complete Funding Plan for college and a budget plan for 3-years after college. These plans will enable students to have a realistic vision of what it takes to succeed after high school and in the world of work.

Indicators:

- Yearly goals
- Credits and rewards earned
- Comprehensive Life Plan upon entering 12th grade
- Business Plan if on Entrepreneurial Tract
- Funding Plan for college, Junior College or Technical School
- Budget Plan for 3 years after college

► **10. Small Classes:** The class size at DAAOE will be a maximum of 19 students per class. The Chief Executive Officer/Executive Director shall have authority to enter into contracts or make purchases for the school in an amount not to exceed \$2,500.00 per purchase or contract and a total of \$10,000.00 per month for all purchases, payroll excepted. All other checks must be cosigned by the Treasurer of the Board.. The rationale for this class size is to be able to provide the intensive support needed for this school population in order for them to graduate and seek post-graduate opportunities.

► **11.** DAAOE’s target population consists of students living in the area of DeKalb County, served by the DeKalb County School District, complying with all rules and regulations governing attendance in DeKalb County schools. No students residing outside DeKalb County shall be enrolled in the DAAOE. The Academy shall enroll any student residing in the DeKalb County School attendance area, as long as space remains in the appropriate class or grade level, including students qualifying for Exceptional Education and Support Services. DAAOE shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or for special educational services. Furthermore, DAAOE shall not discriminate on any basis that would be illegal if practiced by a school system. A description of how students with special needs will be accommodated is included in Section IV. State and Federally Mandated Services.

► **12. Identified Gifted Students**

DAAOE will utilize the same criteria to **identify gifted students** that are used in DeKalb County School System (DCSS). “To be eligible for gifted services, students must qualify in three of the following four areas: Mental Ability (minimum of 96% in at least one sub-test area); Achievement (Minimum of 90% on the total reading, total math, or complete composite); Creativity (Minimum of 90% on an assessment for creativity); Motivation (minimum of 90% on an assessment for motivation).” Because the instructional focus of the Academy emphasizes addressing individual strengths, students who are

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identified as gifted and/or talented will be able to develop projects in the home, school, and community that will enhance their specific gifts and talents. Student assessments, including interest inventories, standardized tests, learning and personality style inventories will be utilized to identify specific areas of strength and interest. Students will be encouraged to know and utilize Bloom's Taxonomy in order to develop projects that focus on evaluation and synthesis. Group projects utilizing cooperative learning strategies will be encouraged where these students may serve as group leaders.

If students enroll who have been identified as gifted/high achiever, DAAOE will employ or train one teacher with gifted certification to enable students to be taught at least one period per day in a content-based program. This teacher will be primarily responsible for implementing and monitoring the activities for gifted students and will serve on the SST and the Eligibility Team to assist with identification of gifted students and will provide resources to teachers, students, and parents that will maximize the potential of these students.

► 13. Extracurricular Activities and other Auxiliary Educational Activities

STUDENT INVOLVEMENT

Destiny Achievers Academy offers opportunities for leadership and curriculum planning, which are the elements of the Student Involvement Pillar of our Institutional Goals. These opportunities provide students the activities to enhance their educational experience and to help to develop them emotionally, socially, and psychologically. These activities help to display leadership, sportsmanship, increase self-esteem, and self-awareness. These activities are available to all students, grades 9-12.

- Field Day
- Debate
- Spelling Bee
- Scavenger Hunt
- Cotillion
- Student Leadership
- Chess
- Public Speaking (Toast Masters)
- Basketball Team

Other opportunities for student involvement are through the Health and Wellness Pillar (Health Fairs, Abstinence and Sexual Health Focus, Gender Day) and the Garden Project described in the Curriculum Section on pages 11-1.

► 14. Partnerships for Extracurricular Activities

STUDENT ADVISEMENT/MENTORSHIP

These partnerships also offer opportunities for student involvement and are the means by which mentorships are provided. This is one of the areas whereby the goals of this pillar are realized.



Other examples of advisement are in items 28 and 29 (Measures of Student Improvement and Monitoring).

DAAOE partners with the following community institutions:

- DeKalb High School of Technology South
 - Provides courses for students to meet career/technology requirements
- Bauder College
 - Provides an opportunity for students to participate in investigating Cold Cases
- Morehouse School of Medicine
 - Provides opportunity for students and parents to participate in wellness and abstinence programs
 - Provides an opportunity for students to experience college life to promote transitioning to post-secondary educational opportunities
- A.T. &T.
 - Provides assistance with school uniforms and installation of the parent/student resource lab
 - AT&T: Provided funding for inclusion of an enhanced technology component
- Atlanta University Center, Georgia State University and the Community

As indicated previously, tutoring plays a central role at DAAOE, where two separate tutoring programs are in place.

 - The first involves 50 undergraduate college students from ATLANTA-area colleges and some older volunteers as well. The college students are typically strong academically and are receiving work-study financial aid from their colleges. These tutors will work specifically with DAAOE 10th-graders on the weekend, in 25 four-hour blocks of tutoring. Since the federal work-study law requires colleges and universities to spend seven percent of the federal funds for their students on community jobs, not campus jobs, DAAOE can become a major work site for students from the AU Center, Georgia State, and other colleges with the colleges paying anywhere from 50 percent to 90 percent of their students' hourly wage.
 - The second DAAOE tutoring program will be known as the DAAOE Corps. The 10 members are recent college graduates (*up to seven years out*) who have signed on for a year of service as full-time tutors. Some volunteers will also spend part of their time as teaching assistants; others will spend part of their time in projects assisting the school. Half of the volunteers will be funded by AmeriCorps; the other half is privately funded. All tutors will have done well in college, with top AP, SAT, and American College Test (ACT) scores; all will receive three full weeks of summer training before they begin. Each corps member will provide six hours of daily tutoring, working with one to three students in two-hour blocks. Many will stay up to three hours after the day ends, until 5 p.m., to work with struggling students; some will also make appointments to work with their students on the weekend.

► 15. **High School Graduation Requirement** The following is a description of courses offered by

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DAAOE that will satisfy DeKalb County graduation requirements. Teachers, graduation coaches, counselors, and mentors monitor the progress of students at DAAOE to ensure that they have mastered the Georgia Performance Standards and are on track for graduation, following the requirements listed in the chart below.

DEKALB GRADUATION REQUIREMENTS	
<u>English/Language Arts (include 0.5 unit American & World Literature):</u> <ul style="list-style-type: none"> • 9th grade English/Language Arts • 10th grade English/Language Arts • 11th grade English/Language Arts • 12th grade English/Language Arts 	4 total
<u>Math:</u> <ul style="list-style-type: none"> • Algebra I Math I • Geometry Math II • Algebra II Math III, IV • Algebra III (or other Advance Math or Statistics) 	4 total
<u>Science:</u> <ul style="list-style-type: none"> • Biology • Physical Science • Environmental Science • Chemistry • Elective 	4 total
<u>Social Studies:</u> <ul style="list-style-type: none"> • Citizenship – 0.5 • World Geography-0.5 • Economics – 1.0 • World History – 1.0 • American History – 1.0 • Elective 	4 total
<u>Health/Physical Education:</u> <ul style="list-style-type: none"> • Health – 0.5 • Physical Education – 0.5 	2 total
<u>Fine Arts/Career Tech:*</u> <ul style="list-style-type: none"> • Fine Arts • Banking • Computer Technology • Finance 	4 total
<u>World Language</u>	2 total
Electives *	4 total
Total	24



Support for Learning

Students at DAAOE have full access to the media center, computer lab, library, counseling, and all other support services available. Supplemental Educational Service (SES) is provided for students who struggle academically through after-school tutorials for one hour two days per week. Additional Education Support (AES) is provided for students who have not passed the required state assessments: GHSGT, EOCT, and Writing Assessment. This is provided during the first period each day. The unique Extended Day option for DAAOE students provides opportunities for all students to receive additional support in areas where more intensive instruction is necessary. Saturday School is mandatory for students at risk of failure.

The Leadership team will monitor the teaching of GPS by reviewing lesson plans, conducting walk-throughs to ensure Standards and/or Essential Questions are posted (and that the lesson being taught reflects and supports the standard), and review benchmarks to see if students are making progress. The Leadership team will meet with teachers to make sure that proper adjustments to instructional strategies will be implemented based on the benchmarks and pacing guides.

DAAOE students will earn the required 24 Carnegie units as required by DCSS for students who enter the ninth grade in the 2011-2012 school years and thereafter.

ANCILLARY SERVICES

All students attending DAAOE will be required to have records of immunizations on file. DAAOE would like to participate in any DeKalb County School System district-wide health services plans. It is DAAOE's intent to ensure that every child has the opportunity to receive health related services such as vision and hearing screening at the school site.

DAAOE will follow procedures recommended by the DeKalb County School System in identifying and establishing the needs for student support services. The school will contract with a local agency (through DeKalb County or a private source) to perform assessments. In cases where the diagnostic or psychological tests conclude that the child needs additional services, DAAOE will follow state reporting and IDEA procedures to arrange for the service, working hand-in-hand with the family. Once again, DAAOE will contract with DeKalb County or private organizations to provide the quality service necessary to help the child and his/her family.

Daily Schedule

8:15 - 8:30Morning Reflection Breakfast / Arrival
8:30 - 9:301st Period/Daily Tutorial
9:30 - 10:30 2nd Period
10:30 - 11:30 3rd Period
11:30 - 12:30..... 4th Period
12:30 - 1:30 Lunch
1:30 - 2:30 5th Period
2:30 - 3:30 Teacher Planning, SES, and Extended Day



Saturday School

9:00 – 12:00Intensive tutorials in designated areas

Credit Recovery

Saturday School is mandated for students at risk of failure.

IV. STATE AND FEDERALLY MANDATED SERVICES

The provision of services and due process procedures will be implemented for students with disabilities and English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations. DAAOE will follow procedures recommended by the DeKalb County School System in identifying and establishing the needs for student support services. DAAOE will utilize Student Support Team (SST) procedures in accordance with State guidelines and local school board policies by enrolling students in the Tienet interface. The school will contract with a local agency (through DeKalb County or a private source) to perform any assessments recommended through the SST/RTI (Response to Intervention) process. In cases where the diagnostic or psychological tests conclude that the child needs additional services, DAAOE will follow state reporting and IDEA procedures to arrange for the service, working hand-in-hand with the family.

► 16. State and Federally Mandated Services to Students with Disabilities

DAAOE will implement special education (as prescribed by the Georgia Department of Education and federal mandates). DAAOE will comply with all statutory and regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act, and the Family Education Rights and Privacy Act (FERPA). Technical support will be provided from the DeKalb County School System by a Special Education Vocational Lead Teacher (SEVLT) who will visit the school at least monthly and upon request to provide student information (IEPs, transition plans, and auxiliary services requirements), monitor IEP timelines and eligibilities, attend eligibility/IEP meetings, and provide any other information relevant to students with disabilities and program services. DAAOE will use DeKalb County special education forms and computer applications.

Individual Education Plan (IEP)

DAAOE will adhere to all federal, state, and local rules and regulations as they apply to educating students with disabilities. Should DCSS currently hold an Individualized Education Plan (IEP) for any student who enrolls at DAAOE, the DCSS SEVLT will provide the said plan to DAAOE upon enrollment or within 10 school days. IEPs will be developed and reviewed in accordance with State and local school system rules. DAAOE will follow IEP regulations for LRE (Least Restrictive Environment). Students will be afforded the same opportunities as their non disabled peers in accordance with their IEP. If a student's progress indicates a need for a more restrictive environment, an IEP meeting will be convened to address that need.

► 17. Educational Services for English Language Learners

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DAAOE will treat ELL students who enroll in accordance with all applicable federal and state laws and regulations. DAAOE will contract with the DeKalb County School System's International Center to evaluate, determine eligibility, and provide service requirements for any students who enroll and have limited English proficiency. ELL students will be given appropriate support based on demonstration of a lack of familiarity with English. To determine appropriate services for ELL students, the procedures outlined in DCSS Handbook for ELL studies Program and the International Center will be followed. Students are eligible for ELL services, if their first/primary language is other than English and after being screened with the W-APT, they score below a 5.0 Composite Proficiency Level. Upon recommendation from the International Center, services of an ELL tutor will be provided to supplement language acquisition and provide academic support to the student. International Center personnel will determine duration of services and exit criteria from the program. The ELL tutor will be a person who has ESOL endorsement through the DCSS or other means. DAAOE will make every effort to employ a teacher who has ESOL endorsement and will encourage teachers to take advantage of the opportunity to become endorsed in this area through the on-line ESOL endorsement program or via other means offered by the DCSS. The monthly cash flow projections for the first year and the annual cash flow projections for first five years of operations for DAAOE include adequate funding for ELL personnel.

► 18. Federal Special Education Laws and Regulations

DAAOE will comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA.

In order to comply with these laws and regulations, DAAOE will do the following:

- Establish Student Support Team (SST) procedures in accordance with State guidelines and local school board policies by enrolling students in the Tienet interface.
- Establish a Section 504 Team in accordance with State guidelines and local school board policies and use DCSS forms for Section 504.
- Handle all discipline issues regarding Section 504 students in accordance with Federal regulations, State guidelines, and local school board policies including the Code of Student Conduct.
- Participate in workshops, in-service and/or trainings offered by DCSS for persons serving as SST/Section 504 chairpersons and Exceptional Children staff.
- Comply with Section 504 by providing the appropriate accommodations and equipment.
- Immediately notify the DCSS Coordinator of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.
- Hire or contract certified special education teachers to provide services to eligible students.

DeKalb County Schools will:

- Provide professional development training for SST/RTI.
- Provide professional development training for the Section 504 team.

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- Provide technical/consultative assistance to DAAOE if requested by DAAOE.
- Conduct compliance reviews of all charter schools to ensure that students with disabilities are provided a free appropriate public education.
- Approve and assign all administrative student placements for students who cannot be served appropriately in DAAOE through the Office of Student Assignment and/or Office of Student Support Services.

► 19 & 20. Supplemental Educational Services and Remediation in required cases pursuant to SBOE Rules 160-4-5-.03, 160-4-5-.01 and NCLB.

DAAOE will follow all county, state, and federal guidelines regarding provision of supplemental education services when required to provide these services. Because DAAOE will be in its first years of operation, it will not be on a Needs Improvement status. Therefore, Supplemental Education Services will not be required. However, if DAAOE fails to make AYP, and is in Needs Improvement status, services of a state-approved supplemental education provider will be acquired and made available to eligible low-income students, as required by NCLB.

The school offers supplemental weekly tutoring services that are included in the school schedule. The school also offers a Saturday School for students who need additional support. There is no charge or fee for students who are attending the tutorial sessions.

► 21 & 22. Performance Based Goals and Measurable Objectives

Student Performance Outcomes

Upon high school graduation, students will have performed at least as well as other DeKalb County students of similar characteristics at each instructional level as measured by the various indicators approved by the State.

DAAOE will accomplish an “AYP” rating from the state. Student outcomes will be defined on school-wide, program, and individual bases. The extent to which individual outcomes are attained will be a function of grade level, time enrolled at DAAOE and baseline levels. DAAOE recognizes its responsibility to meet NCLB requirements.

The initial goals and objectives were determined based upon current system achievement data. When parents are very supportive and set high expectations for student achievement, generally those students perform at higher achievement levels. We expect that these will be the parents who will enroll their children at DAAOE, resulting in students whose achievement levels are at least average. However, we know that some of our students will come to us with deficiencies. We have provided data that reflects the projected cohort that will be attracted to DAAOE. DeKalb County School System currently has 28 facilities serving High School students. There are African-American students enrolled in all 28 facilities. However, when the data was gathered for the analysis to support our petition we determined that there were 21 facilities that had exclusively minority students. These 21 facilities were within a 15 mile radius of DAAOE consequently we determined that 98% of the students projected to attend DAAOE will be coming from communities that feed the aforementioned 21 facilities. Even though we

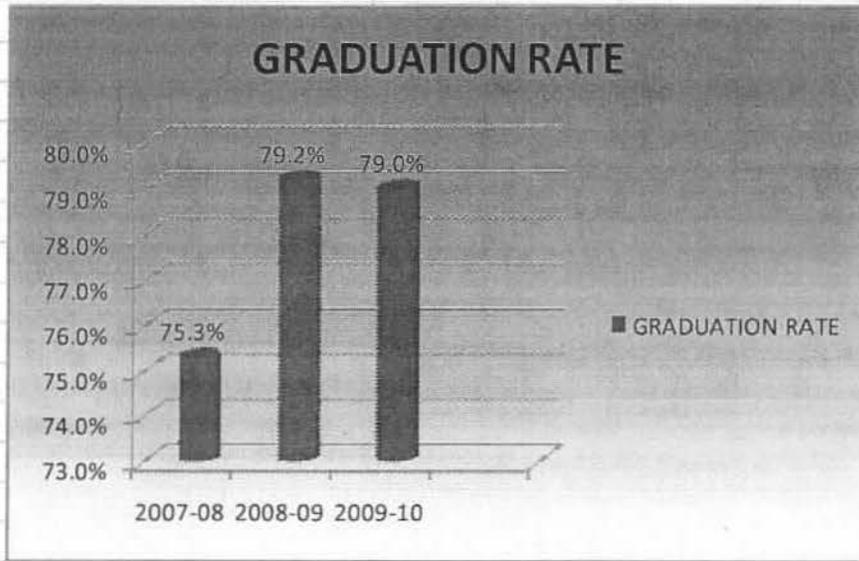
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expect that our population will be at 100% minority, the data will reflect the average of all DeKalb County students.

Initial baselines were determined by using system test results from the last three years. According to data from the Georgia Charter Schools Association (GCSA) during the first year of operation, achievement data may decline from the system average, but in succeeding years, charter schools generally out-perform similar schools. Therefore, the initial data reflects this trend. The following charts show the DCSS data from which the baseline data was obtained.

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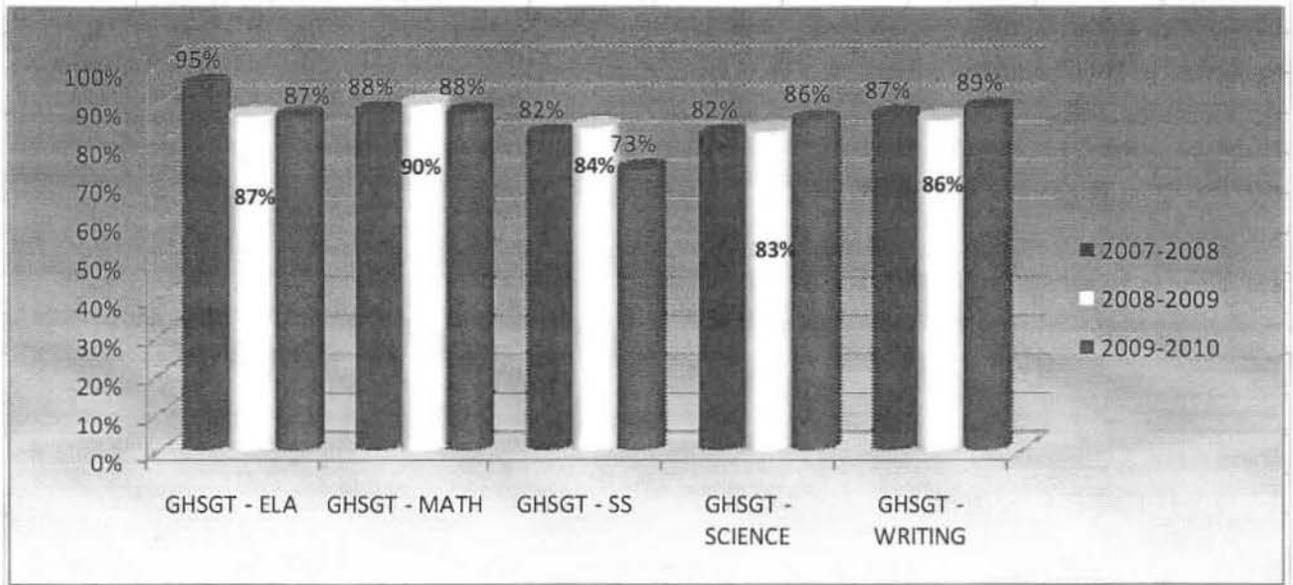
DEKALB COUNTY SCHOOL SYSTEM



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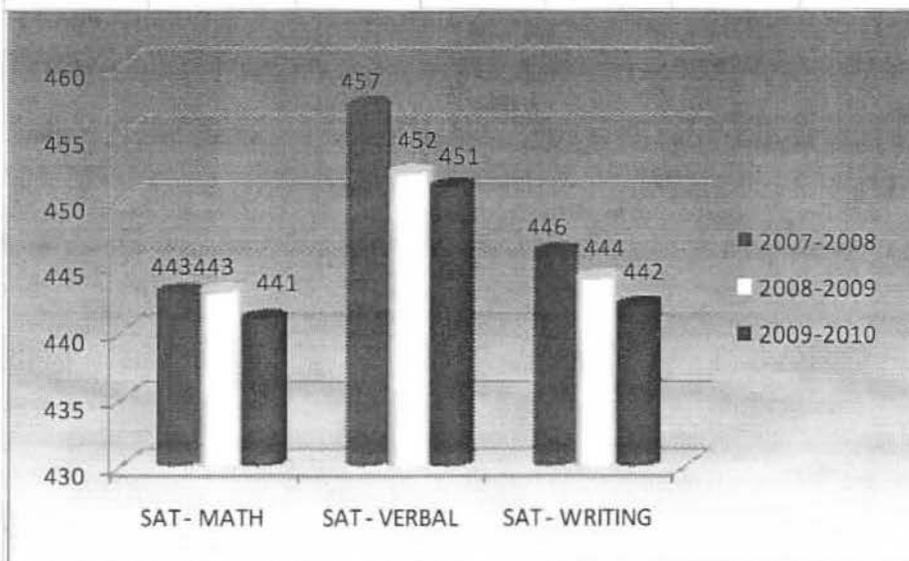
DEKALB COUNTY SCHOOL SYSTEM

GHSGT



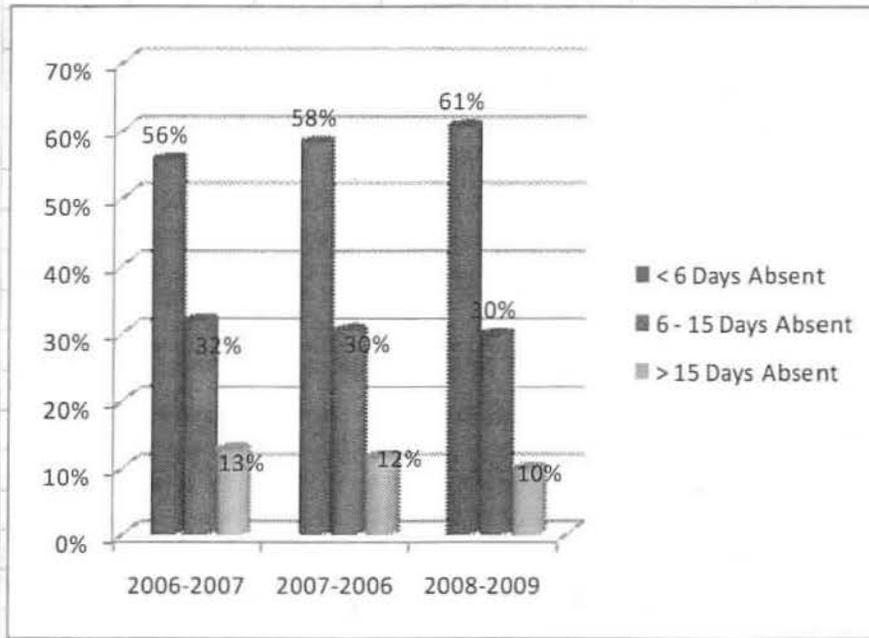
DEKALB COUNTY SCHOOL SYSTEM

SAT



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DEKALB COUNTY SCHOOL SYSTEM ATTENDANCE



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Goal 1: Increase the percentage of students who graduate within 5 years of entering 9th grade at DAAOE

Performance Measure: The school shall assist DeKalb County School System in meeting its District target for graduation

<i>Graduation Rate</i>	
*2009-2010	79%
TARGET	
2011-2012	90% or greater; or Second Looks: 1) increase by 2% from the district's 2009-2010 actual of 79%
2012-2013	95% or greater; or Second Looks: 1) meet or exceed the district's average
2013-2014	100% or greater; or Second Looks: 1) meet or exceed the district's average
2014-2015	100% or greater; or Second Looks: 1) meet or exceed the district's average
2015-2016	100%; or Second Looks: 1) meet or exceed the district's average

* GADOE Report Card -DCSS

Goal 2: Improve student achievement in the area of English

Performance Measure: The percentage of students scoring basic proficiency or above on the Georgia High School Graduation Test (GHSGT) in English/Language Arts will meet or exceed the district's average

*2009-2010	90.8%
TARGET	
2011-2012	93.9%
2012-2013	96.9%
2013-2014	100.0%
2014-2015	100.0%
2015-2016	100.0%

* GADOE AMO

Performance Measure: Mean Score of students in SAT Test -Critical Reading will meet or exceed the district's average

*2009-2010	449
TARGET	
2011-2012	450
2012-2013	450
2013-2014	451
2014-2015	451
2015-2016	452

* GADOE Report Card -DCSS

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Goal 3: Improve student achievement in the area of Math	
Performance Measure: The percentage of students scoring basic proficiency or above on the Georgia High School Graduation Test (GHS GT) in Math will meet or exceed the district's average	
*2009-2010	<u>81.2</u>
	TARGET
2011-2012	87.4%
2012-2013	93.7%
2013-2014	100.0%
2014-2015	100.0%
2015-2016	100.0%
* GADOE AMO	
Performance Measure: Mean Score in SAT Test –Math will meet or exceed the district's average	
*2009-2010	<u>442</u>
	TARGET
2011-2012	443
2012-2013	443
2013-2014	444
2014-2015	444
2015-2016	445

*GADOE Report Card -DCSS

Goal 4: Improve student achievement in the area of Writing	
Performance Measure: The percentage of students scoring basic proficiency or above on the Georgia High School Graduation Test (GHS GT) in Writing will meet or exceed the district's average	
2009-2010	<u>89.0%</u>
	TARGET
2011-2012	90%
2012-2013	91%
2013-2014	92%
2014-2015	92%
2015-2016	93%

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Performance Measure: Mean Score in SAT Test -Writing will meet or exceed the district's average	
*2009-2010	<u>437</u>
	TARGET
2011-2012	438
2012-2013	438
2013-2014	439
2014-2015	439
2015-2016	440

* GADOE Report Card -DCSS

Goal 5: Improve student achievement in the area of SCIENCE	
Performance Measure: The percentage of students scoring basic proficiency or above on the Georgia High School Graduation Test (GHS GT) in Science will meet or exceed the district's average	
*2009-2010	<u>86.0%</u>
	TARGET
2011-2012	87%
2012-2013	87%
2013-2014	88%
2014-2015	88%
2015-2016	89%

* DCSS Reported

Goal 6: Improve student achievement in the area of SOCIAL STUDIES	
Performance Measure: The percentage of students scoring basic proficiency or above on the Georgia High School Graduation Test (GHS GT) in Social Studies will meet or exceed the district's average	
*2009-2010	<u>73.0%</u>
	TARGET
2011-2012	74%
2012-2013	74%
2013-2014	75%
2014-2015	75%
2015-2016	76%

* DCSS Reported

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Goal 7: Improve student achievement in the area of ATTENDANCE			
Performance Measure: Reduce the percentage of students absent each year in the following categories: < 6 days, 6-15 days, > 15 days			
* 2008-2009	<u>< 6 Days</u>	<u>6 - 15 Days</u>	<u>> 15 Days</u>
	61%	30%	10%
TARGET			
2011-2012	< 72%	< 20%	< 8%
2012-2013	< 79%	< 15%	< 6%
2013-2014	< 86%	< 10%	< 4%
2014-2015	< 93%	< 5%	< 2%
2015-2016	< 96%	< 3%	< 1%
* GADOE Report Card –DCSS			

Parental Involvement

Goal 8: Increase Parental Satisfaction	
Performance Measure: Parent satisfaction level as measured by the parent satisfaction survey: 1 = “Very Bad” ; 10 = “Very Good”	
2011-2012	7
2012-2013	7.5
2013-2014	8
2014-2015	8.5
2015-2016	9

Parent satisfaction survey will be administered every semester. The instrument will contain 10 items using the Likert Scale for assessment. The topics will be developed with parent, staff and student input. The data shown will be an average score of the 10 items.

Goal 9: Increase Parental Involvement. Parent participation will be tracked by recording attendance at conferences, parent sign-in book for daily visits, log-ins for telephone conferences
Performance Measure: In each year of the charter At least 85% of parents will participate in parent development workshops
Performance Measure: In each year of the charter At least 85% of parents will document via signature (signing the homework or special project) that they approve of the students homework and or special projects during the year
Performance Measure: In each year of the charter 100% of the parents will participate in at least one parent/student/teacher conference per year
Performance Measure: In each year of the charter 100% of parents will volunteer at least 16 hours per school year

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Performance Measure: In each year of the charter 100% of parents will complete a parent contract which describes the requirements for participation at the school each year

Organizational - Management Goals:

Goal 10: DAAOE will engage in organizational planning and develop management practices that will support the mission of the school and ensure educational and fiscal viability

Performance Measure: DAAOE will develop a strategic plan that guides and assesses the overall operations of the organization by the end of the first school year. A diverse group of stakeholders will participate in the development of this plan. This strategic plan will be evaluated and/or modified on a yearly basis based upon analysis of goal attainment.

Goal 11: DAAOE will support the staff through staff development

Performance Measure: 100% of the staff will receive orientation on policies and procedures annually

Performance Measure: At least 90% of the staff will receive satisfactory evaluations which will reflect positive ratings in the areas of attendance, instruction, supervision, and participation and student achievement. Those receiving unsatisfactory evaluations will develop (with the appropriate personnel) a Professional Development Plan which will address the deficiency and a timeline of activities for remediation

Goal 12: DAAOE will annually demonstrate fiscal accountability

Performance Measure: DAAOE will manage its "Bottom-Line" Expense to within 5% of Budget for all business-generated expenses. This will exclude catastrophic events or incidents that may arise from vandalism, or other "non-controllable" circumstances.

Goal 13: DAAOE Board of Directors will enhance its effectiveness with training annually

Performance Measure: Each Board Member will participate in a minimum of 20 hours of training each year related to topics relevant to governance including but not limited to: fiduciary responsibilities, fiscal health, conflicts of interest, monitoring academic achievement and charter school issues

Goal 14: DAAOE will enhance its program through developing Business Partners

Performance Measure: DAAOE will establish at least one new business partner a year. These partners will support our school by supporting our mission with opportunities for growth and development for our students and expanding the opportunities to serve them, by providing donations both "in-kind" and or fiscally

Strategies for Implementing Goals 1-6

Develop Thinking and Reasoning Skills

Performance Indicators:

Science:

All science students will be able to conduct an inquiry-based lab.

Assessment: Student portfolios of laboratory work will include a report for at least one-inquiry based lab. All students will be able to articulate qualitative observations from lab experience in Science.

Assessment: Written and oral lab reports and quizzes will include a section that requires students to clearly explain observations of qualitative data. All students will be able to evaluate and interpret quantitative data in Science.

Assessment: Laboratory portfolios will include examples of grade-level and subject appropriate data, graphs of data produced using graphing software, and correct interpretations of the data and graphs.

Mathematics:

All mathematics students will understand and comprehend mathematical concepts and applications through quality daily practice.

Assessment: Class activities will be assigned daily, and progress monitored by the teacher through homework, quizzes and tests.

Social Studies:

All Social Studies students will demonstrate sound decision-making, critical thinking, and problem solving skills while participating in collaborative groups as they make inquiries into social science issues.

Assessment: At the beginning of the semester all students will be given a list of questions concerning social issues. The teacher will collect and record the data and compare the results obtained through a post-test. Teacher observations will be used to assess small group discussions involving critical thinking and problem solving skills.

Language Arts:

All Language Arts students will use concrete details and insightful commentary in a clear and logical format, using effective vocabulary with standard mechanical structure in order to enhance narrative and expository writing in English classes.

Assessment: Teachers will assess student writing progress by monitoring student portfolios and maintaining records of student performances.



Expand and Integrate Knowledge Throughout the Curriculum

Performance Indicators:

Science and Mathematics:

All students will be able to assimilate and transfer knowledge into other situations in Science and Mathematics.

Assessment: Each teacher will include grade-level and subject-appropriate challenging questions on tests, quizzes, oral reports, written reports, or homework assignments at least twice each semester. For the purposes of this assessment, these questions will be labeled challenge questions and will differ from the usual evaluation items, which assess material that is taught directly. Challenge questions will require students to apply concepts learned in one context to very different situations.

Social Studies:

In Social Studies classes all student will be able to analyze societal problems and develop solutions that incorporate assimilation and transfer of knowledge.

Assessment: Observations by teachers on a daily basis provide the foundation for analysis of students' abilities and progress in finding practical solutions for social issues. Problem solving questions requiring analysis of situations will be included in tests, quizzes, projects or presentations.

Language Arts:

In Language Arts classes, all students will be proficient in a variety of skills that may include listening, speaking, viewing, reading, and writing.

Assessment: Informal assessment will occur daily through student immersion in oral and written language. The use of television programs, radio, music, Internet, and current films/videos may be utilized. Teacher-prepared presentations and teacher-guided questions and student oral class participation will reflect quality presentation of listening, viewing, and speaking skills. Formal assessment will include taped student communicative activities and aural/oral comprehension tests. In Language Arts classes, all students will demonstrate written and spoken communication.

Assessment: Teachers observe and evaluate students on rubrics related to effective written and oral communications.



VI. WAIVERS

Destiny Achievers Academy shall meet all state and local rules, regulations, policies and procedures, and provisions of Title 20 of the Official Code of Georgia Annotated (O.C.G.A.) except for those waivers approved. DAAOE offers a community-based Non-Traditional Education Program—a type of non-traditional education program where students are engaged in educationally relevant and meaningful learning experiences in the school and larger community. DAAOE will not utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a); however, to create a more flexible scheduling and meaningful and relevant curriculum for our students who have been unsuccessful in a regular school environment and schedule, DAAOE requests specific waivers articulated below with a rationale for each.

- ▶ 23. DAAOE will not utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).
- ▶ 24. The school will not utilize the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a).
- ▶ 25. Waivers being requested and the rationale for each are listed in the following sections.

The request for waivers does not suggest that DAAOE will not follow the regulations, or their intent, but rather it reserves the ability to make changes necessary to accommodate the particular needs of its students.

Waiver of State and Local Provisions

Destiny Achievers Academy of Excellence requests to waive the following from Title 20 of the Official Code of Georgia and Rule 160 of the State Board of Education, and from the DeKalb County School System policies and procedures.

1. Scheduling for Instruction

SBE Rules 160-4-2-.16 paragraphs (2)(a)

Destiny Achievers Academy of Excellence in lieu of scheduling students in grades 9-12 for a minimum of six high school class periods for each day enrolled, shall schedule students in classes as appropriate to meet the needs of the student.

A. Designate the performance to be improved:

By shortening our seat time, we will be successful with providing students the instructional strategies that are necessary for their learning, while providing additional time for them to be tutored in core content areas.

B. Describe how the charter will measure the improvement of such performance:

We will monitor progress towards the performance goals indicated in Student Performance Outcomes.



C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law to improve student achievement by providing the flexibility to schedule students in a manner that meet their individual need for support.

2. School Day for Students

SBE Rules 160-5-1-.02 paragraphs (2)(d), (2)(e)

Destiny Achievers Academy of Excellence In lieu of the requirements of a minimum daily average of 330 minutes of instructional time for grades 6-12 and that students must be present for at least half of the instructional time in order for the day to count as one of the 180 school days, the charter school shall determine the length of time students will be in classes.

A. Designate the performance to be improved:

By altering the instructional time requirement for the day to count the student will be able to take advantage of scheduling of classes at DeKalb School of Technology to compliment their curriculum plans.

B. Describe how the charter will measure the improvement of such performance:

We will monitor the student's progress towards the performance goals indicated in Student Performance Outcomes.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law to improve student achievement by providing the opportunity to accommodate students who leave campus to attend DeKalb School of Technology to fulfill requirements for a career/technology coursework.

3. High School Graduation Requirements

SBE Rules 160-4-2-.06 paragraphs (2)(c), (2)(d) and (3)(e)6.(i), 160-4-2.36, 160-4-2-.46

Destiny Achievers Academy of Excellence in lieu of the 150 clock hours of instruction for awarding Carnegie units of credit, shall award Carnegie units of credit based on demonstrated competency of course examination(s).

A. Designate the performance to be improved:

For courses that do not require an EOCT, students who repeatedly failed specific courses in traditional high schools will be permitted to test out of the course using a content specific assessment to demonstrate proficiency. Such tests may be developed by COMPASS Learning, DeKalb Online Academy, or DCSS developed End-Of-Course-Test.

B. Describe how the charter will measure the improvement of such performance:

We will measure the performance by acquiring data based on the students' scores from the relevant course related test to determine proficiency also in accordance with Annual Yearly Progress. We will also monitor progress towards the performance goals indicated in "Student Performance Outcomes".



C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law to improve student achievement by providing the opportunity for students to earn credits in a credit-recovery environment that supports them remaining in school.

4. Formation and Duties of Local School Councils

O.C.G.A. Section 20-2-85 and 20-2-86

Destiny Achievers Academy of Excellence seeks to create its own governing body to govern the school. This Board will be comprised of founding board members, elected parents, and local community leaders who support the unique mission of the school, and are invested in the success of this school.

A. Designate the performance to be improved:

Granting this waiver permits Destiny Achievers Academy of Excellence to be more efficient and timely in achieving its goals to provide a unique and nurturing high school experience, and venue for high school students to improve overall student performance and achievement across subject areas. Descriptions of current members of the board and guidelines for selection of board members can be found in the School Governance section and Appendices N & P of the petition.

B. Describe how the charter will measure the improvement of such performance:

Destiny Achievers Academy of Excellence will demonstrate how its board's efficiency and operations allow it to reach its goals by annually reporting progress towards the performance goals indicated in "Student Performance Outcomes".

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law to improve communication and participation of parents, and to have community and business involvement in school decision-making. The governing board will reflect the educational needs and desires of the larger community. The board will operate in accordance with requirements for non-profit boards as it relates to open meetings, open records, and accountability to the authorizer.

5. Teacher Salary Schedules and Increases

O.C.G.A. Section 20-2-212, 20-2-212.1, 20-2-212.2, 20-2-212.3, 20-2-212.4 and SBE Rules 160-5-2-.04 and 160-5-2-.05

Destiny Achievers Academy of Excellence wishes to waive the state teacher salary schedules and increases requirements to ensure compensation aligns appropriately with teacher background and credentials and complements the ongoing development of the school vision and instructional goals.

A. Designate the performance to be improved:

Teacher performance as demonstrated by student proficiency will be rewarded by incentives (i.e. Pay for Performance) for increased performance on high-stakes tests, student attendance, and overall student success.

B. Describe how the charter will measure the improvement of such performance:

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The benefit of shaping a unique compensation plan for Destiny Achievers Academy of Excellence will be measured by the achievement of its mission and instructional goals stated in the Performance Based Goals and Objectives section of this petition. Incentives can be earned based on student performance and factored based on years of service.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law and the State Board of Education regulation to establish a schedule of minimum salaries for services rendered. To accomplish its mission, Destiny Achievers Academy of Excellence will compensate its faculty based on demonstrated ability to teach high school students, their academic qualifications, experience, motivational fit, and feedback evaluations that are consistent with the school's mission to ensure increased student achievement. The salary schedule is provided in Attachment Q.

6. State Board to Prescribe Textbooks

O.C.G.A. Section 20-2-1010 and Electronic Format of Textbooks: O.C.G.A. Section 20-2-1015, and SBE Rule 160-4-4-.10(k) and DeKalb County School Board Policy IFCA and IFA.

Given its unique instructional elements, Carnegie Learning Georgia Math Program, Destiny Achievers Academy of Excellence wishes to have flexibility in the selection of textbooks and the electronic copy requirement to improve student performance/achievement. Destiny Achievers Academy of Excellence intends to utilize cutting edge textbooks and instructional resources that are aligned well with the GPS standards and the DeKalb County Schools curriculum.

A. Designate the performance to be improved:

Granting of this waiver will improve student achievement in all areas particularly math, science, and reading based on evaluated results of the curriculum.

B. Describe how the charter will measure the improvement of such performance:

The importance of flexibility in curriculum selection will be measured by the achievement toward the mission of Destiny Achievers Academy of Excellence and performance goals as found in the "Student Performance Outcomes" of this petition.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law and State Board of Education rule in ensuring that students of public schools are using the best resources available for instruction. To accomplish this mission, Destiny Achievers Academy of Excellence will utilize the most appropriate textbooks for its program and will guarantee that the State and DeKalb County Schools will have access to copies of all textbooks used at the school. The flexibility to select resources developed through research and field tests in collaboration with top-notch publishers with research institutes, universities and will greatly enhance our uniqueness.

7. School Administrator

O.C.G.A. Section 20-2-942 (1.1)



Destiny Achievers Academy of Excellence intends to employ school administrators who have demonstrated leadership and business and educational skills that fit the mission of the school.

A. Designate the performance to be improved:

Such flexibility in the hiring of its administrator will provide the opportunity to hire an individual who will successfully implement the vision of the charter. There are uncertified administrators who possess the general management and educational qualifications to adequately fulfill leadership obligations. Due to the aforementioned reasons, Destiny Achievers Academy of Excellence requests flexibility in hiring of non-certified administrators. Qualifications for administrative positions at Destiny Achievers Academy of Excellence are found in section **-Personnel**.

B. Describe how the charter will measure the improvement of such performance:

Destiny Achievers Academy of Excellence will demonstrate how flexibility in hiring will help the school accomplish its mission and make progress toward the goals outlined in the Performance Based Goals and Objectives section of this petition.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law to set a standard for highly qualified public school teachers.

Destiny Achievers Academy of Excellence will employ highly qualified administrators based upon their demonstrated ability to manage a public charter school, previous managerial experience, with their academic qualifications that are consistent with the school mission. Required and preferred qualifications for administrative positions are stated in section **-Personnel**.

8. Teacher Certification

O.C.G.A. Section 20-2-200, Professional Standards Commission Rule 505-2-.09 1(a), and DeKalb County Schools Policy CGBA.

Destiny Achievers Academy of Excellence intends to employ highly qualified teachers who have demonstrated required qualifications as stated in the Section **- Personnel** of this charter proposal. This waiver provides the flexibility for Destiny Achievers Academy of Excellence to hire teachers, regardless of current certification status, to help the school fulfill its mission.

A. Designate the performance to be improved:

This waiver provides DAAOE the flexibility to hire staff who may not be currently certified who have the capacity to work with at-risk students and provide them with the social and the emotional support in addition to the core content areas that they teach; providing they are currently working toward certification.

B. Describe how the charter will measure the improvement of such performance:

Destiny Achievers Academy of Excellence will demonstrate how flexibility in hiring will help the school accomplish its mission and reach its goals by its progress made toward the goals outlined in the Performance Based Goals and Objectives section and the "Student Performance Outcomes" of this petition.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.



The requested waiver does not undermine, and is consistent with, the intent of the law and DeKalb County Schools policy to set a standard for highly qualified public school teachers. Destiny Achievers Academy of Excellence will employ highly qualified teachers based upon their demonstrated ability to teach high school students, with their academic qualifications that are consistent with the school mission. A description of teacher qualifications is contained in section Personnel of this document. This waiver provides DAAOE the flexibility to hire staff who may not be currently certified who have the capacity to work with at-risk students and provide them with the social and the emotional support in addition to the core content areas that they teach.

9. Duty Free Lunch Period

O.C.G.A. Section 20-2-218

Destiny Achievers Academy of Excellence requests the flexibility in order to construct a daily schedule that best meets the needs of both teachers and students. Situations may arise when it is appropriate to assign teachers to assist students during the lunch period with their classes and extracurricular activities, and to provide remedial tutoring. This option will afford the school flexibility to effectively manage financial resources and expenses associated with substitute teachers and paraprofessionals/instructional assistants.

A. Designate the performance to be improved:

Having this option via the waiver also enables Destiny Achievers Academy of Excellence to promote increased student-teacher interaction to forge strong relationships in a venue outside the normal classroom toward increasing student performance and enhancing the closeness of the school community.

B. Describe how the charter will measure the improvement of such performance:

The importance of flexibility in developing staff schedules will be measured by the achievement toward the mission of Destiny Achievers Academy of Excellence as found in the Performance Based Goals and Objectives section of this petition and "Student Performance Outcomes"-Performance Goals and financial sustainability.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law to give teachers duty free time. Destiny Achievers Academy of Excellence recognizes the need for duty free time for its teachers as well as the positive social and leadership aspects of student-teacher interaction outside the normal classroom. This waiver affords the flexibility to make these scheduling decisions that are in the best interest of the school at the appropriate time. A tentative daily schedule is furnished in Attachment D of this petition.

10. Expenditure Funds

O.C.G.A. Section 20-2-167

Due to the nature of being a start-up charter school, Destiny Achievers Academy of Excellence will be in the process of building and expanding its program over the charter term; therefore, the school wishes to waive expenditure requirements of Quality Based Education Funds. Destiny Achievers Academy of



Excellence wishes to rollover any excess money from such funds to be used the following year to improve upon or expand educational opportunities and resources rather than return such funds to the State Treasury. By reinvesting these funds into the school, Destiny Achievers Academy of Excellence will have a greater ability to directly improve student performance and achievement in targeted academic areas. These funds will be used for things like increased teacher training, lab resources, the media center, classroom resources, technology, and future facility improvements.

A. Designate the performance to be improved:

In general, student achievement in all areas can be improved through the granting of this waiver and in particular areas that rely on teacher skill, classroom resources, and field-work.

B. Describe how the charter will measure the improvement of such performance:

This effectiveness of surplus (rollover) funds will be measured by the school's operating and five-year budgets in Attachments G, which include but are not limited to technology resources, increased teacher development, reduced student-teacher ratio, and additional facilities.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies:

The requested waiver does not undermine, and is consistent with, the intent of the law to efficiently manage and spend the Quality Based Education Funds. To accomplish its mission, Destiny Achievers Academy of Excellence will use financial tools such as but not limited to budgets, cash flow statements, and annual financial audits to monitor rollover funds. The school's financial plan is described in Attachments G.

11. Salary Schedule for principals; supplements

O.C.G.A. Section 20-2-214

Destiny Achievers Academy of Excellence wishes to waive the Georgia Code describing the salary schedule for principals and supplements to ensure compensation aligns appropriately with principal's background and credentials and complements the ongoing development of the school vision and instructional goals.

A. Designate the performance to be improved:

This waiver provides DAAOE the flexibility to hire staff who may not be currently certified who have the capacity to work with at-risk students and provide them with the social and the emotional support in addition to the core content areas that they teach. I will provide an expanded pool of resources to choose from. Because of our modified schedule and intense support provided for students it is imperative that we have administrative support in place as soon as possible to provide guidance.

B. Describe how the charter will measure the improvement of such performance:

The benefit of shaping a unique compensation plan for Destiny Achievers Academy of Excellence principal will be measured by annually reviewing the achievement of its mission and instructional goals stated in the Performance Based Goals and Objectives section of this petition.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law and the State Board of Education regulation to establish a salary schedule for principals and supplements. To

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accomplish its mission, Destiny Achievers Academy of Excellence will compensate its principal based on demonstrated ability of his leadership that includes, but is not limited to, facilitating the school vision, sustaining a school culture conducive to student and staff learning, managing the school for a safe, efficient, and effective learning environment, collaborating with families and community members; academic qualifications, experience, and motivational fit that are consistent with the school's mission to ensure increased student achievement. The salary schedule is provided in Attachment Q.

12. Conditions of Employment

O.C.G.A. 20-2-850, O.C.G.A. 20-2-851, O.C.G.A. 20-2-853

Destiny Achievers Academy of Excellence seeks to waive the relevant Georgia Codes and the local school policy governing sick leave for teachers and other personnel; accumulation of sick and personal leave; regaining forfeited leave; local policies; and cost of employing substitutes to best align human resources to meet the needs of students and to ensure sound and smooth operational/financial management, thereby improving student performance/achievement in all subject areas.

A. Designate the performance to be improved:

Such waiver will increase teacher attendance, eliminate unforeseen absences of all personnel, and reduce the cost of employing substitute teacher, which will result in efficient and effective operational and financial management, and increased student learning.

B. Describe how the charter will measure the improvement of such performance:

The benefit of this waiver will be measured by the achievement of the school's mission and performance goals per section 8.1. Performance Based Goals and Measurable Objectives and "Student Performance Outcomes" – Performance Goals of this petition. Teacher performance as demonstrated by student proficiency will be rewarded by incentives for increase performance on high-stakes tests, student attendance, and overall student success.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies:

The requested waiver does not undermine, and is consistent with, the intent of the law and DeKalb County Schools policies to establish conditions of employment. Destiny Achievers Academy of Excellence will afford its personnel three personal and five sick days during which time his or her basic salary as provided in the Employment Contract and the Employee Manual shall be paid in full. Such personal or sick days shall not be cumulative from year to year unless consent of the School has been obtained. Destiny Achievers Academy of Excellence Leave Policy is spelled out in Attachment N - The Employee Handbook.

13 Grounds and Procedure for terminating or suspending contract for employment

O.C.G.A. Section 20-2-940(e) through (g)

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Destiny Achievers Academy of Excellence wishes to waive the state codes with regard to the hearing, decision, and appeal procedure. The hearing, decision and appeals will be handled by the school governing board.

A. Designate the performance to be improved:

This waiver will help improve staff accountability by providing a more efficient platform to address issues that may need redirecting. As mentioned in the annual contract, DAAOE provides its staff due process which relegates the said staff to place an appeal to the school governing board and not to the Georgia State Board of Education.

B. Describe how the charter will measure the improvement of such performance:

Destiny Achievers Academy of Excellence will demonstrate the effectiveness of the school governing board conducting hearing and appeals, and making decisions by annually reporting progress toward its mission and the school's performance goals described in Performance Based Goals and Objectives section and "Student Performance Outcomes" of this petition.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law and the State Board of Education regulation for local school boards to handle hearings, decisions, and appeals by teachers and other school personnel. The hearing shall be conducted before Destiny Achievers Academy of Excellence Governing Board, and the school governing board will render the decision at the hearing or within five days thereafter. The school governing board has the ultimate power to temporarily relieve from duty any teacher, principal, or other employee until the procedure for a hearing, decision, and appeal is finalized. Appeals may be taken to the state board in accordance with the rules and regulations of the State Board governing appeals. Granting this waiver will create an avenue to eliminate disputes among all parties that will result in smooth operational management.

14. Powers of local boards of education

O.C.G.A. Sections 20-2-943, 20-2-944, 20-2-945, 20-2-946, and 20-2-947

Destiny Achievers Academy of Excellence wishes to waive the state codes with regard to the powers of the local board of education to terminate, suspend, reinstate contracts with teachers or other school employees, and to write letters of reprimand to a teacher and other school personnel.

A. Designate the performance to be improved:

This waiver will increase the efficiency and effectiveness of the school governing board.

B. Describe how the charter will measure the improvement of such performance:

Destiny Achievers Academy of Excellence will demonstrate the effectiveness of the school governing board by annually reporting progress toward its mission and the school's performance goals described in the Performance Based Goals and Objectives section and "Student Performance Outcomes" of this petition.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law and the State Board of Education regulation for local school boards to terminate, suspend, and reinstate contracts



with teachers or other school employees; and to write letters of reprimands to a teacher and other school personnel. The school governing board has the ultimate power to execute and terminate a contract with school personnel to reflect its unique mission and structure. Conditions for a termination and any other corrective action are spelled out in Attachment N -Faculty & Staff Handbook that may be revised from time to time by the school governing board. Granting this waiver will result in increased board efficiency that will yield smooth operational management.

15. Annual Performance Evaluation

O.C.G.A. Section 20-2-210 (a), (d) through (f)

Destiny Achievers Academy of Excellence wishes to waive the state codes with regard to the evaluation of all school personnel.

A. Designate the performance to be improved:

Destiny Achievers Academy of Excellence seeks to waive this requirement to reflect its unique mission and structure. Granting this waiver will result in increased board efficiency that will yield smooth operational management.

B. Describe how the charter will measure the improvement of such performance:

Destiny Achievers Academy of Excellence will demonstrate the effectiveness of waiving this requirement by annually reporting progress toward its mission and the school's performance goals described in the Performance Based Goals and Objectives section and "Student Performance Outcomes" of this petition.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

The requested waiver does not undermine, and is consistent with, the intent of the law regulating annual performance evaluation of all personnel employed by the school. The school governing board will annually evaluate the performance of the principal, and is authorized to use the models not developed by the State Board of Education. The principal will annually evaluate the other personnel employed in the unit of administration by April 1 of each year. **Annual teacher evaluation will be made by an immediate supervisor of teachers designated by the principal based on O.C.G.A. 20-2-210 (b) and (c).** The school governing board has the ultimate power to make any changes in its policy governing annual evaluation of its employees to reflect its unique mission and structure.

16. Guideline for Square Footage Requirements for Educational Facilities

160-5-4-.16 (a) 4

Educational Facility Site, Construction, and Reimbursement

Guideline for Square Footage Requirements for Educational Facilities

Rule 160-5-4-.16(a) 4

Destiny Achievers Academy of Excellence wishes to waive the state rule with regard to the square footage requirement for educational facilities.

A. Designate the performance to be improved:



Destiny Achievers Academy of Excellence seeks to waive this requirement to reflect its unique mission and structure. Granting this waiver will result in strengthening fiscal accountability.

C. Demonstrate how any such waiver does not undermine the intent of the waived state and local rules, regulations, and policies.

DAAOE will adhere to the targeted student enrollment annually. The Board of Directors of DAAOE will convene a Capital Development Committee once the charter is approved whose function will be to establish a project plan to address the facility needs of the school as the student enrollment increases according to schedule. This committee will report its plan to the Board of Directors of DAAOE and DCSS for approval and monitoring. The initial strategy will involve leasing mobile classroom units at the appropriate time to address the increase student population. The long-term strategy will involve relocating to a new site. Obtaining a facility larger than what's needed during the first three years of operation will negatively impact the projected budget. Therefore, it would be prudent to begin planning at the end of the first year of operations for a targeted implementation in year four.

VII. DESCRIPTION OF ASSESSMENT METHODS

► 26. Student Performance Data

Assessments

Destiny Achievers Academy will use both formative and summative testing as a primary means to measure student achievement in accordance to the Georgia Performance Standards. We will use a variety of effective assessments to monitor student progress and inform instructional practices. A variety of measures will be used at the beginning of the year or at other times when students enroll to determine individual student and group baseline data, appropriate placement for students, and as a means of setting goals for individual students, classes, and for the school as a whole. Based upon baseline data, goals and objectives will be developed and/or modified to reflect current levels. The goals and objectives delineated in the petition are based on a review of system and state performance data since data is not available for the projected student population. After enrollment, the academic goals and objectives MAY be modified to accurately reflect the student population. We do not intend to lower expectations, but will increase percentages if the data indicates this is appropriate.

The instructional staff will review attainment levels on a regular basis and will make appropriate adjustments in students' instructional programs.

Indicators

- Benchmark Testing
- End of Course Testing
- Georgia High School Graduation Testing
- USA Test Prep
- PSAT, SAT, ACT, ASVAB
- Projects
- Portfolios

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- Journals
- Performance on the COMPASS Learning

Other Methods of Measurement

Other formal measures that will be used to document academic progress and provide comparative achievement information are as follows:

- Standard grades in individual classes
- Pre-and post TABE (Test of Adult Basic Education) upon entrance and the semester prior to graduation
- GPS/QCC for all subjects
- GA High School Writing Test
- Graduation/completion rates
- Overall GPAs
- Participation rate on the GA High School Graduation Test –at least 95%

Test Coordinator: Certified Counselor/Certified Administrator is responsible for test security and serves as test coordinator.

DAAOE will work closely with the DeKalb County School System (DCSS) in establishing the Baseline Standards Achievement of incoming students. The following data will be collected and will be submitted to DCSS no later than November 15, 2011:

- Performance on the other standardized tests as available and appropriate for the individual students
- Verification of beginning grade level

Verification of incoming GPA

►27. State Mandated Testing

DAAOE will adhere to Georgia’s statewide and DeKalb County’s testing program and calendar. Where no state or DeKalb County exam exists, DAAOE will reserve the right to use another assessment. We will follow DCSS testing procedures and attend testing protocol meetings and trainings.

Local School assessments

DAAOE will also develop local assessments aligned with Georgia Performance Standards. These assessments will include teacher-developed assignments and tests, portfolios and direct examination of student work against the state standards.

DAAOE’s testing schedule for required assessments will be as follows:

	End-of Course Test (EOCT)	Georgia High School Graduation Test	Language Assessment Battery (WAP-T) or English Language Development (Access) for ESOL students	Georgia High School Writing Test (GHSWT)
Grade 9	X		X	

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Grade 10	X		X	
Grade 11	X	X	X	X
Grade 12	X	X (if necessary)	X	X (if necessary)

All state-mandated tests and tests mandated by the DCSS will be used as evaluation tools. The EOCT, GHS GT, GHS WT will be used each year to measure the percentage of students' success at the required grade levels in each area. Required measures will also be reported to determine DAAOE's attainment of Adequate Yearly Progress (AYP) and as a comparison of this school's achievement with other DCSS schools and other schools in the state of Georgia. SAT scores (when available, based upon state funding) will provide comparisons with schools throughout the nation. Performance goals indicate targets in each area and student performance on these tests will be indicators of DAAOE's goal attainment. The Language Development for ELL will be the determination of continuation of ELL tutorial services or progression from that program.

► 28 & 29. Measures of Student Improvement and Monitoring

DAAOE will create a curriculum map, pacing guides, and pre- and post- benchmark assessments. Data from the assessments are used by teachers and administrators to monitor individual student, class and school level progress, toward mastery of standards. For each item entry, teachers and administrators have the capacity to monitor the percentage of students meeting, exceeding, and not meeting standards. Teachers can then drill down to determine the overall performance and progress of individual students. These formative data are used to guide daily instruction in the classroom. Teachers make decisions on pacing, differentiation, and specific intervention strategies to ensure the needs of all students are met, while system administrators track the progress of student sub-groups at the system level. In accordance with established procedures, DAAOE principals and staff use assessment results to conduct root cause analysis of data results before identifying strategies or mid-course adjustments to increase student achievement. Assessment data are used to monitor student progress and achievement, make informed instructional decisions, evaluate student understanding and achievement, and communicate accurate and meaningful achievement information to parents, students, community, and school Board. In addition, profiles of current data including student achievement, community characteristics, and stakeholder perceptions are maintained and used to monitor progress.

For students with disabilities, the progress toward annual goals will be reported on the same schedule at students in the general population.

DAAOE will use the information from all assessments to refine instructional delivery models and tailor classroom practices to the varied learning styles to ensure that the school can respond to the needs of individual learners. Where these assessments reveal that students are not performing at appropriate levels (information will vary based on assessments used), modifications and remediation will be provided. Monitoring will be done informally as well as formally on a daily basis. These daily assessments as well as bi-weekly formal assessments will enable teachers to make adjustments in instruction to ensure that students understand the material presented. Formal progress reports are done at six-week intervals. These reports are shared with students, staff, and parents as an on-going effort to

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keep all parties abreast of the progress of students. In addition to these measures of progress, we also monitor our students' readiness for graduation and for post-graduate options through the following processes.

Student Advisement/Mentorship

As part of our Institutional Goals Student Advisement and Mentorship is an integral component of our students' success. The processes in this area provide the means for tracking student progress and supporting post-graduate options for all students. These strategies are implemented in correlation with the processes used to track and monitor student academic progress because we believe that it is essential to provide students with the tools and support they need in order to attain success after graduation. The student advisement/mentorship program of Destiny Achievers Academy will improve academic achievement via research based educational strategies. The goal is to assist students to move through their high school experience and beyond.

Portfolio

Destiny Achievers Academy students' portfolios will demonstrate the ability to organize employment information.

Indicators

- Resume and Cover Letter
- Job interview preparation
- Professional writing
- Appropriate personal appearance and grooming
- Tools of effective communication
- Researching colleges and careers
- Completing college applications and job applications
- Collecting letters of reference
- Preparing resumes
- Participating in Mock Interviews
- Other activities to prepare them for post-graduate success

Workforce

The student advisement mentorship program of Destiny Achievers Academy will produce the requisite material that establishes a professional document for real world opportunities. This will allow students to maintain an appropriate focus throughout job interviews, engage in an appropriate job environment and maintain a coherent focus throughout a job interview.

Indicators:

- Identifies traditional and on-line sources of employment information

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- Writes a letter of application and resume for a simulated job opportunity
- Prepares responses to commonly asked interview questions
- Discuss the significance of nonverbal communication in the interviewing process
- Demonstrates appropriate personal appearance and grooming for an interview
- Designs a portfolio, including resume format suitable for on-line posting
- Prepares a list of questions to ask an interviewer
- Participates in and analyzes mock interviews
- Prepares an interview follow-up letter
- Identifies correct strategies for accepting or rejecting a job offer.

Monitoring

Destiny Achievers Academy ensures the successful transition of all students from high school into some form of post-secondary education or work. This initiative is designed to provide a comprehensive prevention/intervention program for students at-risk of grade retention and/or dropping out.

Indicators

- Record work force progress and involvement
- Record college entrance
- Provide college several applications
- Provide information on FASFA

College Entrance/Scholarships and Financial Aid

Destiny Achievers Academy will utilize research based educational strategies in order to prepare students for college entrance exams and learn how to apply for college scholarships and financial aid.

Indicators

- SAT/ACT Prep
- Purpose Letter
- Scholarship Application
- Participation and Community Involvement and Service
- Expectations of College Life
- College visits

► 30 & 31. Required Accountability Provisions and Assessment Guidelines

DAAOE will not waive and shall comply with the accountability provisions of O.C.G.A. 20-14-30 through 20-14-41 and Federal accountability requirements. DAAOE will adhere to all assessments guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment. DAAOE is required to attend test administration training held by DCSS.



VIII. DESCRIPTION OF SCHOOL OPERATIONS

Representatives from DAAOE will attend training and other meetings requested by DeKalb County Schools including Charter Principal’s meetings and monthly Administrator’s meetings. School administrators will use the school system’s email system and will check the email system daily, as this will be DCSS’s primary means of communication with the schools.

DAAOE will enroll high school students in DeKalb County between the ages of 14-21 who submit a timely application and who want to continue their education.

STUDENT ENROLLMENT AND GRADE STRUCTURE

DAAOE will enroll approximately 110 students for grades 9th through 12th during its first operating school year of 2011-12 and will continue to increase the enrollment to 300 by 2015. The increased enrollment is contingent upon increasing the facility size.

Year	2011-12	2012-13	2013-14	2014-15	2015-16
Grade Levels	9 th -12 th				
Total New Students For Fall and Spring Terms	110	150	200	250	300
Total Estimated Enrollment For Spring Term	110	150	200	250	300

► 32. Attendance Zone

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. No students residing outside of DeKalb County will be enrolled in DAAOE.

► 33 - 35. Admissions, Enrollment and Withdrawal

This charter school shall enroll any student who resides in the charter attendance zone as specified in the charter, who submits a timely application (as published annually on the school’s website and other public vehicles) unless the number of applications exceeds the capacity of a program, class, grade level, or building. In such case (if number of applications exceeds capacity), all such applicants shall have an equal chance of being admitted through a random lottery selection process unless otherwise prohibited by law. The charter school may give enrollment preference to the following category of students: (1) Students residing in the attendance zone in which the DAAOE is located; (2) A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school. **After the initial year of the charter**, the Charter School may give enrollment preference to the following category of applicants in this order: (1) Currently enrolled students (2) A sibling of a student enrolled in the charter school. If a lottery is conducted, there will be a committee consisting of an administrator, a parent representative, and the public notary to certify the lottery results. The lottery will be open to the public, and the names of students by grade level will be

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randomly drawn from the lottery pool. The school will not need to conduct a lottery if the number of applications does not exceed the spaces available.

If a lottery is needed, it will be conducted as follows:

1. Within each grade level, applications will be sorted according to the categories as follows: A: returning students (after the first year of the charter), B: new applicants to whom enrollment preference applies; C. new applicants to whom enrollment preference does not apply;
2. The Admissions Committee will fill spaces in the following order:
 - a. Students in Category A (returning students, after the first year of the charter)
 - b. Applicants in Category B (through a random lottery if capacity is exceeded)
 - c. Applicants in Category C (through a random lottery if capacity is exceeded)
3. After all available spaces in each grade level have been filled, names that remain will be placed on the school's waiting list in the order of lottery results.

A copy of the **Admissions application** is in Attachment A.

Students will be able to withdraw from DAAOE at any point in time and return to their local zoned public school or any other school to which they can gain admissions. Upon notification of student withdrawal, DAAOE will immediately notify the appropriate local board of education in which the student is zoned.

DAAOE will report daily attendance to DCSS using the standard, approved method of data collection. Master schedules and student schedules will exist for students in grades 9-12 as well as final marks for each course after each semester. DAAOE will utilize the software (eSIS) provided by DCSS. Appropriate personnel will be trained in the use of this software.

► 36 & 37. Recruitment and Diversity

Upon notification that the Charter has been approved from the Office of Charter Schools Compliance in DeKalb County, the Charter School will publicize the continued operation and reenrollment dates of the Charter School in the metro DeKalb County Area to attract a diverse cultural and socioeconomic student population.

DAAOE will publicize the school in order to have comparable demographics to the average of surrounding high schools. The following list includes some of DAAOE's methods of publicizing:

- Preparing and distributing flyers and brochures;
- Communicating the enrollment calendar to parents via the various "Social Media", (FACEBOOK, TWITTER, E-MAIL, WEBSITE);
- Posting news on newsletters of DeKalb County middle schools;
- Placing ad(s) in local community newspapers;
- Posting advertisements on bulletin boards and newsletters of community centers, public libraries, and churches across entire DeKalb County.

In addition, publications will be prepared and published both in English and Spanish.

The recruitment for the next school year will begin in the Spring semester with the announcements of beginning and end dates for admission applications, lottery date, and enrollment periods. The charter

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school will provide an online system as well as a paper form for interested parents to complete the application during this period.

DAAOE reserves the right to change the dates and other procedures of the recruitment process in a manner consistent with the Charter School Act. It is understood that the school can continue to accept students after this date as space allows and will continue to update the DCSS on the number of students registered and all other student information as requested.

► 38. General Provisions Regarding Student Discipline

Discipline

The Board of DAAOE has adopted the DeKalb County School System's Code of Conduct and will distribute copies of this to all students and parents of our students. DAAOE will be governed by the federal and state rules regarding student due process. DAAOE administrators will attend all informational meetings or in-services offered by the DeKalb County School System Department of Student Relations.

Students with disabilities will have a manifestation meeting if the student has been referred and found guilty at SEHC. DAAOE ensures that this will be provided.

► 39. Grievance Policy

The following procedures will be used to address grievances and complaints from students, parents, and/or staff members:

DAAOE has different procedures for handling different kinds of complaints. All concerns should be resolved as quickly as possible and at the lowest possible level. Concerns should be discussed directly with individuals involved.

Concerns raised by students in relation to other students:

Step 1: Students should discuss their concerns with the teacher, who will serve as mediator. If resolution is not obtained at this level, the teacher will refer the students to either the school counselor or assistant principal.

Step 2: An action plan will be developed with student input to resolve the problem. If the problem is not resolved at this point, a formal complaint will be made:

Formal Level:

Step 3: Complaint will be referred in writing to the Student Governing Body (*Principal, Vice-Principal, Counselor, Lead-Teacher*), who will have 10 school days to respond. If resolution is not reached at this point, appeal may be made to the Executive Director, who will schedule a meeting with the involved students and their parent in order to resolve the dispute.

Concerns raised by parents/guardians about school personnel:

Step 1: Concerns/complaints against school personnel raised by a parent/guardian shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the parent/guardian to meet with the employee to try to resolve the identified issue. It is expected

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that the majority of differences between a parent/guardian and an employee will be resolved at this first meeting.

Step 2: If concerns are not resolved with the employee at step one, the parent/guardian shall meet with the employee's immediate supervisor to try to resolve the identified issue. If no resolution is reached with the supervisor, the complaint may proceed to the formal level.

Formal Level

Step 3: The parent/guardian shall put the complaint in writing and submit it to the principal. The principal shall investigate the concern/complaint and shall respond in writing within ten (10) working days of receipt of the written complaint lodged against a school employee by a parent/guardian.

Step 4: If the parent/guardian finds the principal's proposed resolution to be unsatisfactory, an appeal may be made to the Board Chairperson of DAAOE. The parent/guardian shall submit the written complaint and the principal's written response along with any relevant documentation to the Board Chairperson who shall respond in writing to the parent/guardian, the principal, and the employee within ten (10) working days.

Step 5: If the response of the Board Chairperson is unacceptable to the parent/guardian, an appeal may be submitted to the full Board of DAAOE who will respond in writing to the parent/guardian, the principal, and the employee within twenty (20) working days.

Grievances and complaints raised by teachers and/or other staff members about other personnel or a policy or procedure:

Step 1: Concerns/complaints involving personnel shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the persons involved to meet to resolve the identified issue. It is expected that the majority of differences will be resolved at this first meeting.

Step 2: If differences are not resolved at this point, the personnel shall meet with their supervisor who will serve as mediator. If resolution is not reached, formal procedures will be followed.

Formal Level:

Step 3: The grievance shall be put into writing and referred to the school principal, unless the grievance involves the principal, in which case the grievance will be submitted to the Board Chairperson of DAAOE, who will investigate the grievance.

Step 4: The Board Chairperson will have 10 working days to respond to the grievance. If resolution is not reached, appeal shall be made to the full Board of DAAOE.

Step 5: The Board will investigate the grievance and will reply, in writing, within 20 working days. The procedure used will be arbitration, as mediation is reserved for resolution of grievances which are not resolved at this level.

Final Appeals: In every instance it is the responsibility of DAAOE to resolve the complaint/grievance within the organization. However, if after exhausting all steps within the organization and the grievance/complaint is not resolved, the Executive Director of DAAOE will convene a mediation session with the concerned parties, utilizing a neutral mediator to resolve the issue. The results of the mediation session will be final. The neutral mediator will be chosen from a list of retired educators, who have agreed to serve in this capacity as volunteers. These educators will have had broad experience in the

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educational arena and will be representative of personnel at all levels of the school system: teaching professionals, school-based administrators, and system-level personnel. The mediator will be acceptable to both interested parties and the results of the mediation will be final.

► 40-44. Personnel

Staff Qualifications

Certification will not be required to employ personnel provided that the minimum requirements as described below are met. All classroom teachers at DAAOE will meet the No Child Left Behind (NCLB) definition of highly qualified:

- Holding a four year college degree, and
- Demonstrating competency in the subject areas in which they teach; a degree, course credit equivalent to a content-area major and
- passing the content area GACE^(R).

DAAOE will meet these requirements by hiring teachers, administrators, and counselors with a minimum of a Baccalaureate degree in a related field and enrolled in a teacher certification program if they do not hold certification at the time of employment. Other personnel such as accountant, tech specialist, and classified employees will have knowledge and experience in their respective areas, and certification will not be required.

<u>Position Title</u>	<u>Required Qualifications</u>	<u>Preferred Experience</u>	<u>Preferred Qualifications</u>
Principal	Bachelor's	3-10	Master's Degree Leadership Certification, Experience as a Principal or Assistant Principal
Assistant Principal	Bachelor's	3-5	Leadership Certification, Experience as an Administrator
Guidance	Bachelor's	3-5	Master's in Counseling
<u>Position Title</u>	<u>Required Qualifications</u>	<u>Preferred Experience</u>	<u>Preferred Qualifications</u>
Clerical	High School Diploma	1-5	High School Diploma
Teachers	Bachelor's, and working toward certification, or HQ based on GaPSC standards	3-5	Master's and/ HQ based on GaPSC standards
Teacher Assistant / (Para- Professional)	High School Diploma	1-5	Associate or Bachelor's
Media-Specialist	Master's	3-5	Certification
Custodian	High School Diploma	1-5	High School Diploma
Technology Specialist	Bachelor's	3-5	Master's in a Computer Related Field

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Substitute Teacher	Associate's Degree	3-5	Degree
Special Ed. Staff	Bachelor's and Certification	3-5	Master's and Certification
Accounting / Bookkeeper	Bachelor's	1-5	Master's in Accounting or 5 or more years experience in corporate private sector in an accounting position

► **41.** The following positions will have certification from Georgia Professional Standards Commission (GPSC) or an equivalent certification from another state in accordance with the State and federal laws, or who are highly qualified according to ESEA and/or IDEA. Teachers who are not certified will hold a Bachelor's degree and demonstrate competency in the subject area taught (pass GACE® or have required courses in content.)

- Special Education Teacher
- Talented and Gifted Education Teacher

DAAOE will file personnel information (CPI) with DeKalb County School System's Human Resources Department no later than October 1st, May 1st, July 1st and other times upon request by the Human Resources personnel.

DAAOE will apply the procedures and regulation for employment of faculty and staff currently used by DeKalb County School System.

Professional Development

Teaching is a lifelong learning experience. Therefore, Destiny Achievers Academy provides opportunities for professional learning. Teachers complete continuous training, learning experiences, and application skills. Teachers learn to evaluate effective teaching strategies and methods and select a way to apply non-traditional and traditional curriculum. At DAAOE, the principal takes the lead in facilitating professional development, using the information he collects while working individually with teachers, as well as from other sources including DCSS (e.g., student testing), to identify teacher needs and plan how to address them. At DAAOE, teachers are required to do 20 hours a year of professional development in order to renew their contract; funds are available to attend conferences, meetings, and workshops, and to visit other schools and bring back tools to share with their colleagues.

Staff Development and Evaluation

DAAOE's strategy for teacher development also entails using the professional learning community, facilitated by the staff's lead teacher. DAAOE has made a point of building in regular and frequent opportunities for teachers to plan, reflect, collaborate, and learn together, as well as from each other. For example, every Friday DAAOE Corps tutors take over the classrooms so that DAAOE teachers can plan and work together. DAAOE teachers also participate in "rounds" twice weekly (one at lunchtime, one after school), to review assessments/evaluations of each other's classes and to provide feedback and

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coaching to each other. Teachers engage in informal study groups to read and discuss relevant articles and books. Teachers also work in teams, discussing student testing data and how to re-teach concepts the data have identified as needing more attention if students are to attain mastery. DAAOE has implemented peer observation schedules, providing teachers with time and incentives to learn from one another.

At DAAOE, two hours per week are set aside for staff development. During this time, the principal and the designated staff developer (who is also a teacher at the school, with dedicated time for professional development work) facilitate reflective conversations, often focused on student work, with the aim of improving teaching and learning.

Because COMPASS Learning and Carnegie Learning are two unique curriculum strategies, additional staff development will be provided by respective companies for all staff members. The staff development will be ongoing throughout the year. Online and personal technical support is available 24-hours per day.

In order to provide excellence in teaching and learning, staff will be required to participate in staff development and professional learning on

- COMPASS Learning and Carnegie Learning
- Electronic devices (i.e. IPOD and Vernier Probes) and software
- Addressing the unique needs of teaching older students who may be emancipated, live alone, single parent, and/or cohabitate.

Teacher induction and retention.

Recognizing that our teachers are the heart of our school program and that there are heavy demands on them, we have sought to create incentives to retain teachers, whether outstanding veterans or promising novices. One strategy has been to provide more time for teacher collaboration planning and mutual support. DAAOE has structured systems for providing teachers with time to work together throughout the week for building collegiality and, as quoting Stephen Covey,[†] for “sharpening the saw.” Another strategy has been to encourage teachers to seek professional growth and renewal opportunities outside the school.

Prior to the beginning of the school year, teachers will receive two weeks of in-service training during which experts in the educational fields will instruct them. The training will be designed to assist the teachers to become effective teachers and to meet the Georgia Performance Standards, Mission and Goals of DAAOE.

DAAOE requests the opportunity to attend DCSS scheduled staff development programs of interest on a space available basis. The prescribed Georgia Teacher Evaluation instruments (GTOI) will be used to evaluate teachers. DAAOE will contract for staff development needs beyond those available with either DeKalb County Schools or other private providers.

Indicators

- 20 hours of professional learning per year.

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- Differentiated instructional training
- Writing to Win Program: Across the curriculum
- Content specific training/conferences
- Continuing education
- Site visits
- RBES (Research-based Educational Strategies)
- SREB (Southern Regional Education Board) Training
- IPOD training

DAAOE utilizes the Professional Learning Standards from the Georgia Keys in order to assess the effectiveness of planning and implementation of Teacher Training as follows:

PROFESSIONAL LEARNING STANDARD 1: The context of professional learning—the who, when, why, and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

Professional learning is the means by which teachers, administrators and other school and system employees acquire enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.

Teachers participate in learning teams throughout the year and meet regularly to plan for instruction (e.g., develop lesson plans, examine student work, and monitor student progress). The collaborative work is aligned with the school improvement goals.

PROFESSIONAL LEARNING STANDARD 2: The process—the how—of professional learning is aligned with articulated goals and purposes, data driven, research based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.

The principal and other leaders develop and implement a comprehensive plan for conducting ongoing (both formative and summative over a 3-to-five year period) evaluation of the impact of professional development on teacher practices and student learning. Evaluation also emphasizes changes in school culture, organizational structures, policies, and processes. Teachers contribute to the evaluation by collecting and analyzing a variety (student learning, demographic, perception, and process) of relevant data. The plan specifies the evaluation question(s), data sources, data collection methodology, and data analysis processes.

A systematic process is utilized by administrators and teachers when planning professional learning initiatives:

- Analyze disaggregated student performance data and identify student learning needs.
- Identify educator learning needs based on the data.
- Determine the appropriate professional development initiative.
- Identify educator learning and implementation expectations.

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- Identify student performance data that will be collected to provide evidence that the professional learning initiative is impacting student learning.

Evaluation of employees shall be bi-annual, shall be in writing, and will be conducted by the Principal as appropriate and forwarded to the Executive Director for review and comment; as referred to by CLASS Keys. Each employee must acknowledge receipt of the evaluation and indicate whether he/she agrees or disagrees with it. Employees dissatisfied with their review, a disciplinary action, or any other decision/treatment by his/her superior shall pursue the review process outlined in the Personnel Manual. The major factors evaluated during the formal performance reviews are the quality and quantity of the employee's work habits, interpersonal relationships, attendance, and adaptability to job conditions. Employees shall be held accountable for student learning and meeting goals and objectives. Rules governing employee conduct have been promulgated and are set forth in, the Faculty Handbook (Attachment N). Evaluations of the Principal shall be conducted by the Executive Director. The Principal will be accountable for overall goal attainment. All reviews will be shared with the Board. In its employment/personnel decisions the school shall not discriminate on the basis of race, sex, color, national origin, religion, handicap or any other basis which would be unlawful if used by the Local Board.

All employees will agree to the Code of Ethics for Educators as prepared by the Professional Standards Commission. By agreeing to the Code, DAAOE employees are committed to:

- Abiding by federal, state, and local laws and statutes;
- Maintaining a professional relationship with all students;
- Refraining from the abuse of alcohol or drugs during the course of professional practice;
- Exemplifying honor and integrity in the course of professional practice particularly in the use of public funds and property;
- Complying with state, federal, and local laws regarding the confidentiality of student records;
- Fulfilling the terms and obligations detailed in the DAAOE contract;
- Filing necessary reports of child abuse; and
- Maintaining a high level of professional conduct.

In addition to the Code of Ethics, all personnel will be in compliance with the Drug Free Public Work Force Act of 1990.

► **44.** DAAOE will employ its own teachers and supporting personnel. The compensation package for all employees will be determined by DAAOE. The staff members who choose may participate in the State Benefit Plan. DAAOE will establish its own salary scale and reserve the right to negotiate with employees, based on the following factors: experience in a comparable position, degrees, diplomas and certificates, and any special qualifications. All salaries, benefits, and taxes will be contracted with the staff and personnel by DAAOE

The payment of compensation, including salaries and employer portion of benefits and taxes, will be the sole responsibility of DAAOE. As part of the benefits, teachers will participate in the State Teachers Retirement System. DAAOE will pay teachers and non-instructional staff based primarily on the DAAOE's salary schedule (Attachment Q). DAAOE contracts for all personnel are for one year, July 1 through June 30, assuming that all of the contracted requirements are met.

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► 45. Staff Fingerprinting and Background Checks

All personnel employed by DAAOE shall be fingerprinted and have a criminal record check prior to employment. Prior to employment persons will report to the DeKalb County Department of Public Safety to be fingerprinted and will submit to background checks conducted by companies certified as reliable by Consumer Reports. DAAOE will assume the cost of any fingerprinting and background checks.

► 46. Indemnification and Insurance Requirements

Each insurance policy required by the DeKalb County Board of Education for DAAOE contains a statement that the DeKalb County Board of Education be included as an insured. Copies of each policy shall be provided to the Charter School Review Office prior to the opening of school. Each of the insurance policies will contain the following required statement: "Pursuant to O.C.G.A. § 20-2-2065(b)(5), The DeKalb County Board of Education is included as an additional insured. The charter school shall hold harmless and indemnify DeKalb County School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school; and the charter school petition shall contain a statement that the charter school agrees to defend and indemnify the DeKalb County Board of Education in any action from the charter school's activities." See Attachment O. This references documentation from our potential carrier.

Required insurance coverage is as follows:

- | | |
|-----------------------------|--------------------------|
| a. General Liability | \$ 2,000,000 |
| b. Errors or Omissions | \$ 1,000,000 |
| c. Property/Lease Insurance | 100% of replacement cost |
| d. Auto Liability | \$ 1,000,000 |
| e. Worker's Compensation | As required by law |
| f. Theft | \$ 500,000 |

Additional coverage will be added depending on State and DeKalb County requirements and DAAOE Board of Directors' policies.

► 47-49. Transportation

Bus transportation will not be provided to students of DAAOE. The school will work with parents and parent groups to facilitate transportation. Parents will be advised upon applying to the school that transportation is not provided, but will be made aware of the many options for share-a-ride and pickups, and the procedures for applying for MARTA Breeze cards. DAAOE will provide transportation for students from MARTA's Indian Creek rail station to the school. By making these options available, students who are interested in attending the charter school will have many opportunities for transportation and enrollment will not be negatively impacted.

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► 50 & 51. Food Services

DAAOE will provide lunch services to all students in attendance. The school will participate in the Federal School Lunch Program and will adhere to the rules and regulations outlined in procedures of the Food and Nutrition Service of the USDA. All students will be given the opportunity to apply for free and reduced priced meals.

DAAOE will bid food services from outside sources (identified as food service management companies in Rules and Regulations of the Department of Agriculture, Food and Nutrition Service) in adherence with Federal, local, state, and food service guidelines.

► 52. State Health Benefit Plan Participation

DAAOE will participate in the State Health Benefit Plan as provided pursuant to O.C.G.A. §§ 20-2-880 and 20-2-910.

IX. FACILITIES

► 53. Location of New or Existing Facility

Destiny Achievers Academy of Excellence will be located at 3595 Linecrest Rd. Ellenwood, GA 30294, (the former County Line School). This is an existing building. To accommodate the expected increase in student enrollment, DAAOE plans to acquire modular units to increase space.

This building contains six (6) academic classrooms, one (1) computer lab, one (1) vocational/entrepreneurial lab, one (1) media center which is the existing library that will be renovated and upgraded as appropriate, one (1) cafeteria and two (2) mobile units for a total of 8,372.1 gsf. No additional modifications are necessary. There are no affiliations with any religious organizations that require us to impose any religious traditions, symbols or teachings during school hours. DAAOE will ensure that any assistance from the church (1) has a secular purpose; (2) its principal or primary effect will be one that neither advances nor inhibits religion; (3) will not foster an excessive government entanglement with religion; (4) will not coerce students to accept or participate in a religious activity in any way; and (5) will not have the purpose or effect of endorsing religion.

► 54. No modifications to the building are necessary.

► 55. Documentation of Ownership/Lease Agreement and Occupancy

A copy of the lease for the facility is found in Attachment I

► 56. Certificate of Occupancy

The information relative to this is found in Attachment J. Waiver #16 is included in this Attachment and in the Waiver section of the petition.

► 57. Safety and Health Requirements



As an independent charter school, DAAOE has developed and submitted a school safety plan in compliance with OCGA §20-2-1185, School Safety Plans, to the Georgia Emergency Management Agency (GEMA). A copy of the Asbestos Management Plan is found in Attachment L.

X. PARENT AND COMMUNITY INVOLVEMENT

► 58. Involvement in Developing the Petition

Prospective parents, prospective staff members, and committed community members were instrumental in developing this petition. A community meeting was held to get community input. Support was solicited from interested community members. Potential students also gave input on the kind of educational supports that would be beneficial. Various stakeholders provided letters and emails (See Attachment P) that show the level of interest and the support in the community for this charter. Parents and community members participated in focus group meetings (Attachment P). The results of the meetings supported applying for the charter

► 59. Continuing Involvement of Parents and the Community

The Fifth Pillar of DAAOE's goals relate to the Parent Institute.

Parent Institute

Destiny Achievers Academy will involve parents in the joint development of the process of school review and improvement. The school is also committed to providing the coordination, technical assistance, and other support necessary to assist the school in planning and implementing effective parent involvement activities in order to improve academic achievement and performance. Parental Involvement includes assisting with office protocols, classroom assistance, special programs assistance, special events, and chaperones.

Volunteer

Destiny Achievers Academy parental involvement requires commitment and active participation. Destiny Achievers Academy provides its parents the opportunity to play a role in their student's education. Parental involvement enhances student self-esteem, allows for individual attention and increases productivity.

Georgia School Keys Standards relating to Parent Involvement include:

Planning and Organization Standard 1: A current school vision and mission are the basis for all aspects of continuous improvement. *All stakeholders* within the learning community have achieved consensus regarding their shared sense of vision and mission, which serves as the basis for all facets of the continuous improvement process.

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Planning and Organization Standard 2: A comprehensive planning process results in a current school improvement plan to guide the continuous improvement process for the school.

Student, Family, and Community Support Standard 1: The school reinforces the continuous improvement process through active and sustained involvement of student, family, and community.

Student, Family, and Community Support Standard 2: The school has organizational structures and processes to ensure that students, families, and community members play an active and sustained role in school governance, decision-making, and problem-solving.

Student, Family, and Community Support Standard 3: The school addresses student, family, and community needs through appropriate services and cross-institutional partnerships.

Indicators

- Communication between the school and parents and community members
- Positive changes in school operations
- Student achievement
- Parents are required to perform 16 hours of volunteer service per year (including conferences, communicating with teachers, and attending school functions.)

Training

Destiny Achievers Academy encourages parents to play an active role in their student's educational experience. Through academic and parent workshops, parents learn research based educational strategies that will assist their students in achieving their highest level of learning.

Indicators

- Parent volunteering
- Producing a stronger relationship between parent and student
- Parent eight (8) hour community service
- Creating a strong educational home base

Computer Skills

Destiny Achievers Academy encourages parents and students to utilize technology that will help them to increase their computer literacy and to compete in a global environment.

Indicators

- Career Workshops
- Computer and Software Training
- Professional Writing
- Finance and Budgeting

Petition

Destiny Achievers Academy of Excellence

- Tools of effective communication

Attendance

Destiny Achievers Academy encourages parents to take an active role ensuring that their students attend school on a daily basis.

Indicators

- 100% parental involvement
- Parent phone calls
- Updated contact information
- Parent classroom presence
- Parent contact log

Parental Involvement

It is the belief of the DAAOE staff that increased parental involvement translates into increased student achievement. The DAAOE will encourage, honor, and respect the parent voice. Parental involvement and the inclusion of the parent voice will be insured in the following manner:

- The DAAOE will form a parent committee that will meet at the school monthly to discuss school issues and policies. However, any parent may attend the meetings. An elected representative of that committee will be given a seat on the governing board and will act as the communications liaison between the parents and the governing board.
- Parent-teacher meetings will be held at least four times per year (for students) in order to facilitate communications among parents, teachers, administrators, and students, track the progress of the students, and develop any necessary interventions. Parents shall also be informed about student progress graded reports.
- Parents will be encouraged to form committees that will plan events and fundraisers, review curriculum in policies, or get involved in other areas of interest consistent with the vision, mission, in policies of the school.
- The staff of DAAOE will maintain open lines of communication at all times with all parents. Parents will be advised that DAAOE staff will be available for conferences as needed.
- Parent will commit to volunteering eight hours per semester.
- Parents will have access to a parent/student resource center where computers, printer, and resources will be available. Classes will be conducted on a monthly basis.

Community Involvement

Representatives from the business community and for the academy's community partners shall serve as voting members of DAAOE Board of Directors. The principal, staff, and Board of Directors will continually seek community partnerships that will enhance instructional programs and support the vision and goals of DAAOE.



DAAOE will provide an annual report to parents or guardians of students attending the charter school, the Board of Directors, and DeKalb and the State Board of Education. DAAOE will make available for the community copies of the annual report. The annual report indicates the progresses made in the previous year in meeting the performance-based goals identified in the charter and include all state-mandated assessment scores and state-mandated accountability indicators.

Faculty Involvement

Faculty at DAAOE will elect a single representative to serve on the Board of Directors. Elections will be held annually. The elected faculty will represent the voice of the teachers by serving as a voting member of the Board of Directors and acting as a communications liaison between the teachers and the governing board. Faculty will abstain from discussing or voting on any salary issues or other matters which may constitute a potential or actual conflict of interest.

XI. DEMONSTRATION OF FISCAL FEASIBILITY AND CONTROLS

► 60 - 66. Fiscal Plans and Autonomy

DAAOE's funding sources will be diverse. The per pupil payments from local and state and federal school funding programs will be combined with other grants, foundations and "in-kind" donations. DAAOE will receive calculated earnings electronically transferred monthly from DeKalb County School System. The proposed budgets will be calculated upon a projected enrollment. DAAOE will conduct proper financial practices in budgeting, internal controls, and auditing. The Academy Director will submit an annual budget to its Board of Directors by June 1 of each year. DAAOE's annual fiscal period runs from July 1 thru June 30.

► 60. Policies and Procedures to insure sound fiscal management by the Charter School and by the local or state board to assure a predictable flow of funds to the Charter School are as follows: The Executive Director will oversee all financial activities of the school on a day-to-day basis. The Chief Executive Officer/Executive Director shall have authority to enter into contracts or make purchases for the school in an amount not to exceed \$2,500.00 per purchase or contract and a total of \$10,000.00 per month for all purchases, payroll excepted. All other checks must be cosigned by the Treasurer of the Board. On a monthly basis, and no later than the 15th of each month, the Chief Executive Officer/Executive Director shall provide to treasurer of the Board a Financial Statement reflecting all funds received, by source, and all funds disbursed, by purpose, for the foregoing calendar month. This report also shall be submitted to the Local Board. Simultaneously the Chief Executive Officer/Executive Director shall provide to the treasurer of the Board a printout of all disbursements made the prior month, as well as a year-to-date Financial Statement reflecting all receipts and disbursements as compared to the Annual Budget adopted by the School's Board. Any Board member shall have reasonable access to the School's financial records at any time.

► 61. In developing the budget, we complied with all requirements of O.C.G.A. § 20-2-171, Minimum Classroom Expenditures.

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► **62.** An annual audit will be conducted for the Charter School using a qualified independent CPA firm following statutory and regulatory requirements for charter school audits. The CPA firm will audit the general-purpose financial statements of the Charter School, and this audit shall be forwarded to the DeKalb County School's Director of Finance within 90 days of the fiscal year end. The charter school will comply and adhere to the State and local October 1 financial audit deadline at the charter school's expense each year. Copies of monthly financial reports and the annual audit will be provided to the Local Board as they are generated.

The school year in Georgia normally runs July 1 through June 30, with payments to teachers being made August 30 through the following July 31.

- Any surplus funds remaining at the close of each fiscal year will be used to enhance the charter school's academic program the following year.
- Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by DAAOE. DAAOE shall not request any additional funds from the DeKalb County School System to cover any deficit created by the charter school and that the DCSS shall not allocate funds for the charter school for the next fiscal year until the deficit has been eliminated.
- The charter school is solely responsible for all debts incurred by the charter school and its governing body and that the DCSS 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.
- 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 DCSS to the extent necessary to provide an orderly return of the students to the appropriate school for which they are zoned.
- Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSS. Any furniture and equipment purchased with DCSS funds shall be delivered to the school system. 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, the DCSS shall not be responsible for any debts incurred by the charter school.
- The charter will comply and adhere to the state and local deadline of the October 1st financial deadline at the charter schools expense each year.

► **63.** The Chief Executive Officer/Executive Director, Board Treasurer and Accountant will oversee all financial activities of the school on a day-to-day. The current Accountant Firm is Bennett & Moody, CPA. **Attachment V** identifies the school's current Accounting Firm and describes how the credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04.

► **64.** DAAOE's enrollment count will be determined for purposes of calculating charter school funding pursuant to O.C.G.A. & 20-2-2068.1(c) or 20-2-2090(d) as appropriate. It is further acknowledged that the proposed budgets will be calculated upon a projected enrollment. This revenue item will adjust to actual enrollment from projected enrollment upon the school's opening and enrollment reporting on eSIS. Adjustments will be made monthly (up or down) and FTE's by program will adjust at the October FTE count. Payments from state and local earnings will be paid monthly beginning July through June 30th. Projected expenditures will adjust (up or down) to provide for actual instructional requirements and other expenditure items. Due to the unique nature of DAAOE's anticipated student body and the innovative program it will offer, DAAOE requests supplemental local



funding for its students at a rate assessed annually by DeKalb County School Board that reflects supplemental funding for alternative students. The proposed budget in the appendices is based on the assumption that this request will be granted, but DAAOE has also included an alternative budget based upon anticipated revenues without supplemental local funding.

► **65.** In order for DAAOE to begin operations on its proposed date in 2011, the Chief Financial Officer of the DCSS indicated that when the application for the DAAOE Charter School is approved, funds will be allocated in July 2011.

► **66.** The DAAOE will comply with all federal monitoring requirements for schools receiving federal funds. The school will follow all procedures and guidelines and will adhere to the monitoring cycle identified on the U.S. Department of Education website (ED.gov). The school will include required reports of programs for which the school has received federal funding and will follow state and federal guidelines and procedures regarding format, content of required reports, and deadlines for submission.

► **67. Grants and Fundraising**

As a start up charter school, it will be the responsibility of the Board of Directors, and parents to financially support the school with:

1. Capital Fundraiser Campaign
2. PTO Fundraising
3. Corporate and Grants Fundraising

The charter school will comply with the federal monitoring requirements for receiving and reporting federal funds.

Budget

The Charter School shall operate according to the projected budget attached to the accompanying Petition as **Attachment E** and as such budget may from time to time be revised. Additionally a cash flow projection is included in **Attachment F**.

DAAOE realizes that according to the DeKalb Board of Education Charter School Policy, it shall not request advances or loans from the DeKalb Board of Education.

XII. DESCRIPTION OF GOVERNANCE STRUCTURE

DAAOE will be organized and operated as a non-profit corporation under the laws of the State of Georgia. DAAOE will not be controlled by a management group.

► **68 - 69. Governing Boards or School Councils**

DAAOE will be operated by a Board of Directors (*that will set policies*) and the Executive Director (who will implement and enforce the policies). The DAAOE Board will meet quarterly. The Board will be subject to the provisions of **O.C.G.A. § 50-14-1 et seq.** and **O.C.G.A. § 50-18-70 et seq.** Meetings of the Board will be advertised in advance and will be open to the public. Records of the Board will be available for public inspection.



► 70. Board Control and Management

DAAOE will be subject to the control and management of DeKalb County Board of Education in a manner consistent with the Charter School Act of 1998 as amended, and the Georgia Constitution. The Board will be subject to the provisions of **O.C.G.A. § 50-14-1 *et seq.*** and **O.C.G.A. § 50-18-70 *et seq.*** Meetings of the Board will be advertised in advance and will be open to the public. Records of the Board will be available for public inspection.

► 71 & 72. Governing Board Roles and Functions

SELECTION OF THE BOARD OF DIRECTORS

The Board of Directors of the DAAOE is chosen by a nomination committee. This committee is composed of current board members and one additional staff member and one additional parent. The committee nominates persons to serve who are aware of the goals, objectives, and priorities of DAAOE and are supportive of these policies. The entire Board then votes on the nominees to determine their selection to serve on the Board.

COMPOSITION OF THE BOARD OF DIRECTORS

The initial directors shall serve until resignation or replacement by the majority vote of the Board of Directors. The Board of Directors shall be composed of seven (7) members: three (3) members from the community, three (1) members of the faculty or staff of DAAOE, three (3) parents or guardians of students attending DAAOE. Some members may satisfy more than one role. For example, a community member may also be a parent.

In addition to the seven (7) members, the Executive Director of DAAOE shall serve as a non-voting, ex-officio member of the Board of Directors.

Community Member 1: 3-years; Community Member 2: 2-years; Community Member 3: 3-year; Parent/Guardian 1: 3-years; Parent/Guardian 2: 2-year; Parent/Guardian 3: 1-year Faculty Member 1: 2-years; this will provide continuity through staggered terms. The election, induction, and training process of members will be conducted at the June meeting. Once a board member term expires he/she must wait at least 3 years before being eligible for serving again.

DAAOE also has an Advisory Board that meets with the Governing Board in September and January or (twice a year). The Advisory Board does not have voting rights and they do not provide binding input on operational matters. The purpose of the Advisory Board is to assist the organization in developing community support both financially and assistance in developing contacts. The members of the

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Advisory Board serve one-year terms voluntarily and they are permitted to continue as many one-year terms as they desire.

GOVERNING BOARD:

Wilbert Dixon (Chair)	Community
Candy M. Harper (Vice-Chair)	Community
Charles Bowman	Community
Geraldine Norman	Staff
Stan Watson	Community/Parent
Nissa Abdullah	Parent
Marcia Bailey	Parent

ADVISORY BOARD:

Judge Shawn Ellen LaGrua	Superior Court Judge –Atlanta District
Mr. Stephen R. Hennessy	Owner / Principal Hennessy Automobile Companies
Dr. Jeff Rosenweig	Emory University -Director of Goizueta Business School Global Perspective Program
Illya Davis, Ph. D.	Professor –Morehouse College
Dr. Margaret Venable	Georgia Perimeter College -Assistant Vice-President Early Colleges and Academic Initiatives

ROLES AND RESPONSIBILITIES OF THE BOARD OF DIRECTORS

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) and control and management of the local board. The governing Board of DAAOE is accountable for the academic, financial, and operational policies of the school. The governing board will approve all budgets, set policy, establish procedures, approve selection of the director, and ensure the financial and administrative management of the school. Further, the governing board will ensure the school's performance standards are met or exceeded and that ongoing assessments are accomplished, that financial reports are made and controls are in place, that state and district requirements are met and that annual progress and accountability reports are made to the district and other entities as required by law. The Board will build capacity by using the resources of the Non-Profit Resource Center (an on-line resource) and by participating in training opportunities for non-profit organizations through courses at the Georgia Center for Non-Profits (located at 50 Hurt Plaza in Atlanta) and other organizations including the Georgia Charter School Association. The governing board, however, is not involved in the daily administration of the program. The day-to-day operation of the school will be overseen by the Executive Director. The Executive Director will be evaluated annually by DAAOE Board of Directors. The goals and objectives for the Executive Director will be

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established at the annual Board meeting in June. They will include but not be limited to targets for finances, Board Development, fundraising and community support.

The DAAOE Executive Director has the authority for all school management as delegated by the board.

► 73 & 74. Conflicts of Interest

Currently, there are no listed proposed business arrangements or partnerships with existing schools, educational programs, business, or nonprofit organization that will cause any potential conflicts of interest. All board members are required to read and respond affirmatively to the fact that they are abiding by Section 8.1, 8.2, 8.3 of the By-Laws at the annual board meeting, which addresses any potential conflicts of interest.

Currently, there are no conflicts of interest of the founding governing board members.

There are currently no business, for profit organizations and potential conflict of interests. Completed Conflict of Interest Forms for each founding board member are found in Attachment R. Resumes for key personnel and governing Board members are found in Attachment K.

► 75. The Board of the Academy supports the philosophy, mission, and goals of the Academy. The Board is responsible for overseeing the management of the Academy and for monitoring the progress of the school in attaining the stated goals. This will be accomplished by having regular meetings with the principal of the school who will be an ad hoc member of the Board and who will give reports regarding student and staff performance, along with other indicators of school success.

► 76. The Board of Directors will review the evaluation of the Principal once a year. The principal's evaluation will be conducted by the Executive Director. This evaluation will include performance reviews, assessment of student progress, review of staff evaluations, areas of improvement, and goals for the following year. Formative evaluations will occur on a regular basis when the Principal reports to the Board.

► 77. The following policies and procedures are implemented to insure fiscal stability and effective organizational planning:

1. An annual budget will be drawn up by the school principal with the assistance of the Chief Financial Officer and submitted to Treasurer and the Board of Directors for approval by June 1 of each year.
2. The Board of Directors will be updated monthly of the financial and operational condition of the school through reports and other methods. The Board of Directors will also have access to all financial information at all time.
3. The Executive Director will have authorization to sign all school checks.
4. The school will establish appropriate financial policies and procedures such as generally accepted accounting procedures, a checking account held in a financial institution acceptable in Georgia, adequate payroll procedures, procedures for the creation and review of monthly and quarterly financial statements, and establishment of liability insurance.
5. An independent audit will occur by October 1st of each fiscal year, and the audit will be made available to all entities that have provided funds to DAAOE to operate the school.

6. The principal of the school, along with other personnel, will develop plans to guide the instructional and administrative processes of the school. The instructional and organizational plans will align with the goals and objectives of the academy, with applicable state and federal mandated services, and will include all assessment measures that have been identified. The plans will include activities for parent and student involvement, professional learning activities that support the goals and objectives, and teacher and staff evaluation timelines. These plans will be presented to the Board of Directors, who are responsible for overseeing the operation of the school, prior to the beginning of school and will be reviewed on a regular basis as part of the principal's report to the Board.

► 78. The role of the Board is that within the Academy structure, if all efforts to resolve grievances of parent/guardian, student or staff related grievances have not been resolved at the school level or by the Executive Director, such grievances will be referred to the full Board for arbitration. As stated, the Board will act only if all initial resolutions fail. See Below:

The following procedures will be used to address grievances and complaints from students, parents, and/or staff members:

DAAOE has different procedures for handling different kinds of complaints. All concerns should be resolved as quickly as possible and at the lowest possible level. Concerns should be discussed directly with individuals involved.

Concerns raised by students in relation to other students:

Step 1: Students should discuss their concerns with the teacher, who will serve as mediator. If resolution is not obtained at this level, the teacher will refer the students to either the school counselor or assistant principal.

Step 2: An action plan will be developed with student input to resolve the problem. If the problem is not resolved at this point, a formal complaint will be made:

Formal Level:

Step 3: Complaint will be referred in writing to the Student Governing Body (*Principal, Vice-Principal, Counselor, Lead-Teacher*), who will have 10 school days to respond. If resolution is not reached at this point, appeal may be made to the Executive Director, who will schedule a meeting with the involved students and their parent in order to resolve the dispute.

Concerns raised by parents/guardians about school personnel:

Step 1: Concerns/complaints against school personnel raised by a parent/guardian shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the parent/guardian to meet with the employee to try to resolve the identified issue. It is expected that the majority of differences between a parent/guardian and an employee will be resolved at this first meeting.

Step 2: If concerns are not resolved with the employee at step one, the parent/guardian shall meet with the employee's immediate supervisor to try to resolve the identified issue. If no resolution is reached with the supervisor, the complaint may proceed to the formal level.

Formal Level

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- Step 3: The parent/guardian shall put the complaint in writing and submit it to the principal. The principal shall investigate the concern/complaint and shall respond in writing within ten (10) working days of receipt of the written complaint lodged against a school employee by a parent/guardian.
- Step 4: If the parent/guardian finds the principal's proposed resolution to be unsatisfactory, an appeal may be made to the **Board Chairperson of DAAOE**. The parent/guardian shall submit the written complaint and the principal's written response along with any relevant documentation to the **Board Chairperson** who shall respond in writing to the parent/guardian, the principal, and the employee within ten (10) working days.
- Step 5: If the response of the Board Chairperson is unacceptable to the parent/guardian, an appeal may be submitted to **the full Board of DAAOE** who will respond in writing to the parent/guardian, the principal, and the employee within twenty (20) working days.

Grievances and complaints raised by teachers and/or other staff members about other personnel or a policy or procedure:

- Step 1: Concerns/complaints involving personnel shall be resolved as quickly as possible. The first step in resolving all concerns/complaints shall be for the persons involved to meet to resolve the identified issue. It is expected that the majority of differences will be resolved at this first meeting.
- Step 2: If differences are not resolved at this point, the personnel shall meet with their supervisor who will serve as mediator. If resolution is not reached, formal procedures will be followed.

Formal Level:

- Step 3: The grievance shall be put into writing and referred to the school principal, unless the grievance involves the principal, in which case the grievance will be submitted to the **Board Chairperson of DAAOE**, who will investigate the grievance.
- Step 4: The Board Chairperson will have 10 working days to respond to the grievance. If resolution is not reached, appeal shall be made to **the full Board of DAAOE**.
- Step 5: The Board will investigate the grievance and will reply, in writing, within 20 working days. The procedure used will be arbitration, as mediation is reserved for resolution of grievances which are not resolved at this level.

Final Appeals: In every instance it is the responsibility of *DAAOE* to resolve the complaint/grievance within the organization. However, if after exhausting all steps within the organization and the grievance/complaint is not resolved, the Executive Director of *DAAOE* will convene a mediation session with the concerned parties, utilizing a neutral mediator to resolve the issue. The results of the mediation session will be final. The neutral mediator will be chosen from a list of retired educators, who have agreed to serve in this capacity as volunteers. These educators will have had broad experience in the educational arena and will be representative of personnel at all levels of the school system: teaching professionals, school-based administrators, and system-level personnel. The mediator will be acceptable to both interested parties and the results of the mediation will be final.

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► 79. The governing Board will include parents, community members, and other interested parties as stated in the composition of the Board of Directors. Some members may satisfy more than one role. For example, a community member may also be a parent. Meetings of the Board will be announced in advance in communications with staff, parents, and students. Except when the Board is meeting in Executive Session, all meetings will be open. Minutes of Board meetings will be kept in an accessible place in the school office so that parents and other interested parties will have access to them. Parents will receive regular (at least monthly) communications from the school via First Class Parent Portal, monthly breakfast meeting, and newsletters. Community and staff involvement in school governance is ensured by the composition of the Board of Directors. Staff will participate in governance by their representation on the Board.

► 80. The school does not intend to contract, nor has contracted for the services of any educational management agency.

► 81. The Destiny Achievers Academy of Excellence will be subject to the control and management of the DeKalb County Board of Education. As a unique member of the Premier DeKalb School System, DAAOE is committed to ensuring compliance with all relevant DCSS rules and regulations. In the event, however, that a disagreement arises between DAAOE and DCSS, DAAOE will make every effort to resolve any difference in a spirit of cooperation and good faith. Should this not lead to immediate resolution, DCSS will accept any mediation made available by GADOE. In addition, DAAOE will comply with DCSS guidelines regarding conflicts between the Board and charter schools as well as compliance with State Board of Education Rule 160-4-7-.12 for Dispute Resolution.

► 82. The Academy does not intend to contract the services of a for-profit agency or any other educational management agency.

XIII. STATEMENT ON ANNUAL REPORT

► 83. The DAAOE shall, after operating for one year, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and will comply with all requirements set out in O.C.G.A. § 20-2-2067.1©(1)-(6). A copy of the DAAOE's annual report shall be submitted to the DeKalb Charter School Review Office (CSRO) on October 1. Copies of the annual report will be made available to the community via the website and hard copies will be available in the school office. The annual report will include progress made in the previous year in meeting the performance based goals identified in the charter and include all state-mandated assessment scores and state mandated accountability indicators.

XIV. REQUIRED ATTACHMENTS/APPENDICES

► 84. A copy of the official certificate of incorporation for the required Georgia non-profit corporation is attached in Attachment B. A copy of the required annual filing is also included in this Attachment.

► 85. The *By-laws of the Destiny Achievers Academy of Excellence* are attached in the Attachment C.

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► 86. The DAAOE will follow the DCSS academic year calendar. A copy of that calendar is included in the Attachment D. DAAOE's calendar shall align with DeKalb County's calendar for all assessments required by the state. The DAAOE will follow the DCSS calendar for grade reporting when the calendar for the 2011 school year is available. The assessment calendar for DAAOE will follow the DCSS calendar. A copy of the current calendar is included in Attachment D. When the calendar for the 2011 school year is available, the appropriate calendar will be used.

Daily Schedule

8:15 - 8:30Morning Reflection Breakfast / Arrival
8:30 - 9:300 Period/Daily Tutorials
9:30 - 10:30 1st Period (Core academics & electives)
10:30 - 11:30 2nd Period (Core academics & electives)
11:30 - 12:30 3rd Period (Core academics & electives)
12:30 - 1:30 Lunch
1:30 - 2:30 4th Period (Core academics & electives)
2:30 - 3:30 Teacher Planning, SES, Extended Day

Credit Recovery

Saturday School is mandated for students at risk of failure.

- 87. Monthly cash flow is in Attachment E.
- 88. Monthly cash flow (1/2 of the projected student enrollment) is in Attachment F.
- 89. Five year budget is in Attachment G.
- 90. N/A DAAOE will not contract with any educational management service.
- 91. N/A DAAOE does not have any agreements with other schools for students' participation in extracurricular activities.
- 92. A copy of the curriculum, aligned with Georgia Performance Standards is in Attachment H.
- 93. The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Instructional Audit Team as need is determined by CSRO.
- 94. The charter petitioner agrees to submit monthly financial statements to the CSRO.
- 95. DAAOE Code of Student Conduct is in Attachment M. DAAOE has adopted DCSS's Code of Student Conduct.
- 96. Indemnification and insurance requirements is found in Attachment U

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- ▶ 97. Copies of required insurance policies are addressed in Attachment O.
- ▶ 98. Copy of the lease is in Attachment I.
- ▶ 99. The certificate of occupancy is addressed in Attachment J.
- ▶ 100. When the charter petition is approved DAAOE will complete DeKalb County School System's School Safety Plan Template on the school system's website. This will be completed and submitted to DCSS at least three months prior to occupancy.
- ▶ 101. A copy of the Asbestos Management Plan is in Attachment L.
- ▶ 102. N/A DAAOE will not utilize the services of a management company.
- ▶ 103. DAAOE will observe a brief period of quiet reflection in compliance with O.C.G.A. §20-2-1050.
- ▶ 104. The charter will apply for accreditation by the Southern Association of Colleges and Schools, Georgia Accrediting Commission (GAC), or other recognized accrediting commissions approved by the State Board of Education.
- ▶ 105. DAAOE is subject to all laws relating to unlawful conduct in or near a public school.

Required Statements

- 1. DAAOE shall be allowed to apply for one charter school only within one year. Additional charter school applications by an existing charter school organization shall not be considered until the original charter has been renewed.**
- 2. DAAOE will be subject to the accountability provisions of O.C.G.A. Sections 20-14-30 through 20-14-41.**
- 3. DAAOE 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.**
- 4. DAAOE shall not be exempt from any federal or state laws or regulations relating to disabilities, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans With Disabilities Act (ADA), and the Individuals With Disabilities in Education Act (IDEA).**
- 5. DAAOE is subject to all reporting requirements of Code Section 20-2-320.**
- 6. DAAOE shall be subject to the provisions of Code Section 50-14-1 et seq. (Open and public Meetings) and Code Section 50-18-70 et seq. (Inspection of Public Records).**
- 7. DAAOE will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual, and other state and local guidance on assessment.**

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8. DAAOE shall, by October 1, submit an annual report that includes all State-mandated assessment and accountability scores and complies with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6).
9. DAAOE shall be public, nonsectarian, non-religious, nonprofit school organized and operated under the laws of the State of Georgia, which is not home based.

APPENDIX 2

Audit of Progress On Petition Goals

Audit of Progress on Petition GOALS

Destiny Achievers Academy of Excellence – 2011-2016

Dr. Bettye J. Ray, Educational Consulting Firm, LLC

9/26/15

Destiny Achievers Academy of Excellence

Background:

Destiny Achievers Academy of Excellence originally opened its doors in 2008 as an alternative program for students experiencing issues with the legal justice system as Destiny Academy. Enrollment to Destiny Academy was generated by the DeKalb County Student Services Department as students were referred to Destiny Academy by the department as an alternative to expulsion. As a result of its success with these students, in 2010, Destiny Academy was invited to form a start-up charter high school.

Destiny Achievers Academy of Excellence is a DeKalb County School District approved Charter School. The State Board of Education granted the Destiny Achievers Academy of Excellence (DAAE) approval to operate its Charter School for a five-year term beginning on July 1, 2011 and expiring on June 30, 2016. The Charter School was approved to serve approximately 110 students in grades 9-12 in its first operational year, expanding to eventually serve approximately 300 students in grades 9-12, ages 14 through 21 years, by the fifth year of the Charter term.

The Mission Statement of the School at that time was:

The mission of the Charter School is to provide students with the high level of academic opportunity by promoting high standards and high expectation in a challenging and supportive environment; thereby ensuring that all students will be given opportunities, experiences and the academic preparation needed for graduation and post-secondary opportunities, including college and the workforce.

This mission supports the legislative intent to “increase student achievement through academic and organizational innovation” by intentionally addressing factors that lead to student drop-out and providing a supportive educational environment that will lead to student success. The most recent report (2006-2007) of the USDOE, National Center for Education Statistics shows that the average graduation rate for Georgia was 64.1%, which is in the bottom third of the nation. DCSS graduation rates for 2009 are 79%. We anticipate, based upon data from similar schools, that our graduation rate will exceed that of the state of Georgia and the DCSS. Data from similar environments indicates that standard measures of progress such as enrollment in senior class, and performance on End-of-Course tests will also increase. Our 5 pillars of academic success encourage participation in co-curricular activities including the Spelling Bee, Writing Across the Curriculum, Weekend Writing, Gender Day, AES (Additional Educational Support). We believe that the strategies included in this petition will prove successful in reducing the drop-out rate and allowing Destiny Achievers Academy of Excellence to attain AYP status and that these strategies will benefit high school students throughout DeKalb County. In addition to the benefits that high-risk students receive from DAAOE, traditional students also benefit from small class sizes, accelerated classes, and classes that are unique to their individual graduation requirements.

The aforementioned statement comes directly from the original Destiny Achievers Academy of Excellence Petition, which was submitted in 2011, for the 2011-2012 school year. Further the school was to eventually house 300 students growing progressively over the five-year period. See chart below. Proposed charter term is five (5) years.

	9	10	11	12	Total
Yr 1	27	34	34	15	110
Yr 2	40	36	40	34	150
Yr 3	60	50	50	40	200
Yr 4	70	70	60	50	250
Yr 5	80	80	75	65	300

As can be noted, for each year and each grade level, there is an increase in student enrollment beginning in the second year of operation.

Destiny Achievers Academy of Excellence’s Governance Board and Leadership Team continue to carry the mantle of the Founding Board to work with high school aged boys and girls who were either caught up in the juvenile justice system and/or found themselves behind in high school credits because of their “at-risk” circumstances. The work is, without a doubt, challenging but the consequences of not completing high school are even more dismal. The findings from the National Governors Association report, “*Achieving Graduation for All,*” show that at-risk situations—academic failure, lack of engagement that leads to poor attendance, problematic behavior, and life events—typically combine to convince young people that school is not for them¹.

However, over the last four years Destiny Achievers Academy of Excellence has demonstrated success with graduating students who are at-risk. The first two years the students and staff started out slow, but as students enrolled at DAAE to recover high school credits, it could be observed that they were able to do so and graduated within the current school year. Georgia CCRPI data indicate that graduation rates for the four-year cohort of DAAE have shown significant improvement for three consecutive years with a marked increase of 21.5% in 2104. Destiny Achievers Academy of Excellence continues to strive to have its five-year cohorts persist in achieving a high school diploma. However, the five-year cohort rates were mainly stagnant due to the now discontinued Georgia High School Graduation Test (GHS GT) requirements

¹ National Governors Association Center for Best Practices. (2009). *Achieving Graduation for All: A Governor's Guide to Dropout Prevention and Recovery*. Retrieved from website: <http://www.nga.org/files/live/sites/NGA/files/pdf/0910AchievingGraduation.pdf>

Essential or Innovative Features:

The essential or innovative features listed here are from those listed in the originally approved Petition Charter for 2011-2106. Because this school was designed as a non-traditional high school that would serve an at-risk population, as well as, other students that may not have experienced success in the traditional high school setting, it was determined that innovative features would have to be essential to student and program success. Some of those include but are not limited to:

- *Student categories-*
 - Returning drop-outs,
 - Students that have exhibited behavioral problems in a traditional environment,
 - Students rebellious to parental guidance,
 - Students who are at-risk of engaging in high risk sexual behaviors, and
 - Students who are in jeopardy of dropping out of school.
- *Charter School uses programs such as-*
 - Additional Educational Services (AES),
 - Supplemental Education Services (SES),
 - Extended day for learning,
 - Saturday School,
 - Gender-based classes,
 - The Garden Project,
 - IPOD program, and
 - The Summer Institute to meet the demand for academic success.
- Each student will have an Individualized School Completion Plan (ISCP) developed by the student, parent, teacher, counselor, and administration, which will be monitored at each grading period.
- Saturday school will be a mandatory tutorial opportunity for students at risk for failure.
- The Charter School will utilize daily tutorial sessions focused on preparation for Georgia High School Graduation Tests (GHS GT) and End-of-Course Tests in each content area.
- The Charter School will provide a Summer Institute for targeted students as remediation opportunities and/or preview of upcoming curriculum.
- The Charter School shall not contract for services with an Educational Management Company.
- The Charter School agrees what their waiver for Teacher Certification shall be limited in application to personnel working toward certification and further acknowledges that non-certified personnel must be highly qualified.

This background was presented in order for the reader to understand what Destiny Achievers Academy of Excellence (DAAE) was designed to do as an educational entity, how it was started, and why and what its educational program orientation was for the types of students it was designed to serve.

Overview of the Audit of Progress on Petition Goals:

This Report is called the *Audit of Progress on Petition Goals* because it is based on the goals that are identified in the 2011 through 2016 approved Charter Petition for the Destiny Achievers Academy of Excellence Charter School. This report is based upon documented evidence, which supports or does not support the specified Performance-based Goals and Measurable Objectives agreed upon between Destiny Achievers Academy (“Charter School”), Inc., the DeKalb Public Schools, and the Georgia State Board of Education. An outside consultant, herein to be called the Researcher, has reviewed evidence during a timeline between July 27, 2015 and up to an including August 27, 2015. Access to the evidence was granted by the governing board president and was gathered by the staff of Destiny Achievers Academy, specifically, Dr. Charles Maxwell, serving as principal and Dr. Zaheerah Shakir-Khan serving as Instructional Coordinator. Additional evidence was obtained by going onto the Charter Schools website which is located on the Georgia Department of Education website.² Any other documentation reviewed that was not accessed by school staff will be so indicated.

The school was visited initially to obtain and observe primary data, which would support the progress on the goals that were identified in the original Charter Petition. At that time administrative staff at the school were asked to assist by providing data that would provide answers to support or not support the goals. Four visits were made to the school in addition to several phone calls in which the consultant requested specific data. It was not apparent as to whether or not the data was kept in the principal’s office or in another administrator’s office. After an initial report was made to the Governance Board and to the staff, more data was forth coming.

It was during the time that the consultants made the preliminary report to the staff about the progress toward the fourteen goals of the Charter Petition, did it become clear, that the staff was not aware that there were goals to be accomplished that were expectations of the Charter agreement. Additionally, many staff did not appear to understand that there was a petition and what was stated in the petition and also what the expectations were for teachers to support the data collection activities, so that teacher data could be included in a report. Having the consultants clarify the expectations and the work that they were doing on behalf of the Governance Board appeared to assist the staff members in understanding the Charter Petition expectations.

Therefore, it is hoped that the findings and the recommendations of this report can be used to assist the leaders of Destiny Achievers Academy of Excellence to be more informed with respect to ways to improve communication, clarification of expectations, and decision making around the Charter Petition activities at the school.

² www.gadoe.org/External-Affairs-and-Policy/Charter-Schools/Pages/default.aspx

Findings:

The Report identified each goal as originally stated in the submitted Charter Petition and the corresponding measure(s). Therefore, in cases where there was no evidence provided to the researcher, it is so indicated in *italics*; if the evidence did not support the goal or measure it is also written in italicized format.

Six of the sub-parts of the 24 parts of the 13 goals were met. This is a total of 25% of the goals (subparts of the 13 goals) were met.

Goal 1: The Charter School will make Adequate Yearly Progress as defined by Georgia State requirements and No Child Left Behind. Students in all Subgroups will demonstrate proficiency and improvement over prior years' performance.

Measure 1: During each year of its charter term, the Charter School will make Adequate Yearly Progress as demonstrated by meeting or exceeding the Annual Measurable Objectives for Mathematics and English Language Arts on the GHSGT and all other requirements as established by the Department each year.

2011-2012	Did not meet
2012-2013	<i>No evidence</i>
2013-2014	Did not meet
2014-2015	Results from DOE unavailable

Goals not met for this measure

Measure 2: During each year of its charter term, the percentage of students scoring in the Advanced/Honors categories on the Mathematics and English Language Arts portions of the GHSGT will exceed the baseline established in Year 1, by an additional 1% per year.

2012-2015	Did not meet.
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Goals not met for three years for this measure

Measure 3: The Charter School's graduation rate, as measured by the Department, will meet or exceed the state AMO's.

2011-2012	Did not meet.
2012-2013	Did not meet; AMO was discontinued as a measurement standard
2013-2014	AMO replaced by CCRPI plus (Beating the Odds); did not meet.
2014-2015	Results from DOE unavailable.

Goals not met for this measure

Goal 2: Students will demonstrate improvement in Science and Social Studies on the GHSGT.

Measure 1: During each year of the charter term, the Charter School will demonstrate growth and increased rigor on the GHSGT as represented by the following charts: (See Appendix: A).

GHSGT – Science

2011-2012	87%, <i>Did not Meet</i>
2012-2013	87% <i>Did not Meet</i>
2013-2014	88% <i>Did not Meet</i> ; GHSGT assessment was discontinued
2014-2015	88% (No data provided) <i>October scores will be available</i>
2015-2016	89%

*Denotes the percentage of students scoring “Proficient” or above.

Goals not met for two years; one-year assessment changed this measure

GHSGT—Social Studies

2011-2012	74%	<i>Did not Meet</i>
2012-2013	74%	<i>Did not Meet</i>
2013-2014	75%	<i>Did not Meet</i> ; Discontinued
2014-2015	75%	<i>October scores will be available</i>
2015-2016	76%	

*Denotes the percentage of students scoring “Proficient” or above.

Goals not met for two years; one-year assessment changed this measure

Goal 3: Students will demonstrate improvement in Math, Reading and Writing on the SAT.

Measure 1: During each year of the charter term, the Charter School will demonstrate growth and increased rigor on the SAT as represented by the following charts:

SAT – Math

2011-2012	443 (No evidence)
2012-2013	443 <i>Did not meet</i>
2013-2014	444 (No evidence)
2014-2015	444 <i>Did not meet</i>
2015-2016	445

Goals not met for two years; not data available for two years

SAT – Critical Reading

2011-2012	450 <i>(No evidence)</i>
2012-2013	450 <i>Did not meet</i>
2013-2014	451 <i>(No evidence)</i>
2014-2015	451 <i>Did not meet</i>
2015-2016	454

[Goals not met for two years; not data available for two years](#)

SAT – Writing

2011-2012	438 <i>(No evidence)</i>
2012-2013	438 <i>Did not meet</i>
2013-2014	439 <i>(No evidence)</i>
2014-2015	439 <i>Did not meet</i>
2015-2016	440

[Goals not met for two years; not data available for two years](#)

Goal 4: Students will demonstrate improvement in writing as measured by the GHSWT.

Measure 1: During each year of the charter term, the Charter School will demonstrate growth and increased rigor on the SAT as represented by the following chart.

GHSWT

2011-2012	90%* (Goal met)
2012-2013	91% (Did not meet); too few students
2013-2014	92% (Goal met)
2014-2015	93% (Goal met)
2015-2016	94%

*Denotes the percentage of students scoring Meets + Exceeds.

[Goals met](#)

ORGANIZATIONAL GOALS

The fulfillment of the following organizational goals will be reported annually by the Charter School in addition to their Annual Report.³

³ Original Charter Petition

Goal 7: The Charter School will improve student attendance by reducing the percentage of students absent each year as represented by the following chart: (See Appendix: B).

	< 6 days	6-15 days	>15 days	
2011-2012	<72%	<20%	<8%	Did not meet
2012-2013	<79%	<15%	<6%	Did not meet
2013-2014	<86%	<10%	<4%	Did not meet
2014-2015	<93%	<5%	<2%	Did not meet
2015-2016	<96%	<3%	<1%	

Goals not met

Goal 8: Increase overall parental satisfaction as measured by the Likert Scale on a survey administered every semester as represented by the following chart:

2011-2012	7	No evidence
2012-2013	7.5	Data Incomplete
2013-2014	8	Data Incomplete
2014-2015	8.5	Goal met
2015-2016	9	

Goal was met for one year; two years data was incomplete; one year there was no evidence

Goal 9: The Charter School will increase parental involvement.

Measure 1: In each year of the charter, at least 85% of parents will participate in parent development workshops.

2011-2012	No evidence.
2012-2013	No evidence.
2013-2014	Did not meet; held one workshop.
2014-2015	Did not meet; held three workshops.

Two years there was not evidence; two years goals not met

Measure 2: In each year of the charter, at least 85% of parents will document, via signature, which they approve of the students' homework and/or special projects.

2011-2012	Goal met.
2012-2013	Goal met.
2013-2014	Goal met.
2014-2015	Goal met.

Goals met all four years

Measure 3: In each year of the charter, 100% of parents will participate in at least one parent/student/teacher conference.

2011-2012	<i>No evidence.</i>
2012-2013	<i>No evidence.</i>
2013-2014	<i>No evidence.</i>
2014-2015	<i>No evidence</i>

Goals not met; there was no evidence

Measure 4: In each year of the charter, 100% of parents will volunteer at least sixteen (16) hours per year.

2011-2012	<i>No evidence.</i>
2012-2013	Thirteen (13) parents volunteered, but only one parent volunteered 16 hours. <i>Did not meet.</i>
2013-2014	Several parents volunteered, but none of them met the required hours. <i>Did not meet.</i>
2014-2015	Ten (10) parents volunteered, but none of them met the required hours. <i>Did not meet.</i>

Given the fact that there are 120 students enrolled at the school the number of parents recorded as in attendance does not constitute 100%.

Goal not met

Measure 5: In each year of the charter, 100% of parents will complete a parent contract.

2011-2012	Evidence on file in Title I office; Goal met.
2012-2013	Evidence on file in Title I office; Goal met.
2013-2014	Evidence on file in Title I office; Goal met.
2014-2015	Evidence on file in Title I office; Goal met.

Goal met

Goal 10: Each governing board member will participate in a minimum of twenty (20) hours of training per year.

2011-2012	<i>No evidence provided.</i>
2012-2013	Evidence from the Charter School Annual Report; Goal met.
2013-2014	Evidence from the Charter School Annual Report; (12 hours); <i>Did not meet.</i>
2014-2015	Evidence from the Charter School Annual Report; <i>Did not meet.</i>

Goal met one year; no evidence one year; two years did not meet

Goal 11: The Charter School will establish at least one (1) new business partner per year.

2011-2012	<i>Did not meet; no indication anecdotally or in writing of a partnership agreement.</i>
2012-2013	Goal not met.
2013-2014	Goal not met.
2014-2015	Goal not met.

Goal not met

Goal 12: The Charter School will promote staff development.

Measure 1: One hundred percent (100%) of staff will receive orientation on policies and procedures annually.

2011-2012	<i>No evidence provided (On file DCSD-HR).</i>
2012-2013	<i>No evidence provided (On file DCSD-HR).</i>
2013-2014	Goal met.
2014-2015	Goal met.

Goal met

Measure 2: At least 90% of staff will receive satisfactory evaluations annually.

2011-2012	<i>No evidence provided.</i>
2012-2013	Goal met.
2013-2014	Evidence incomplete; (documentation on 4 teachers); <i>Did not meet</i>
2014-2015	Goal met.

No evidence provided for one year; two years goal met; evidence on four teachers for one year

Goal 13: The Charter School will be economically sustainable.

Measure 1: Each year, the Charter Schools will operate in a fiscally sound manner as measured by an external audit.

2011-2012	<i>No evidence provided.</i>
2012-2013	Goal met.
2013-2014	Goal met.
2014-2015	<i>Goal met</i>

Goal met

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

2011-2012	<i>No evidence provided</i>
2012-2013	Goal met.
2013-2014	Goal met.
2014-2015	Goal met

Goal met - Three years goal met; no evidence for one year

Measure 3: Yearly balance sheets will demonstrate that the Charter School maintains adequate cash reserves.

2011-2012	<i>No evidence provided</i>
2012-2013	Goal met.
2013-2014	Goal met.
2014-2015	Results from DOE unavailable.

Goal met for two years; no evidence for one year; no results from DOE

Measure 4: The Charter School will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports.

2011-2012	<i>No evidence provided</i>
2012-2013	Goal met
2013-2014	Goal Met
2014-2015	Results from DOE unavailable

Goal met for two years; no evidence for one year; no results from DOE

RECOMMENDATIONS

The following are offered as recommendations in light of the evidence that was obtained and with respect to the specified *Performance-based Goals and Measurable Objectives* agreed upon between Destiny Achievers Academy (“Charter School”), Inc., the DeKalb Public Schools, and the Georgia State Board of Education.

Goals 1-4: Have been grouped together because they all speak to academic/content area matters. Further, they all had very specific measures for meeting the goals that were set. Interestingly, if the goals were not met, and if there was evidence, it was found that students made progress – some forward, and at time, some backwards. The measures that were selected by Destiny for the area were also measures that changed over time, due to changes in the metrics recommended by the State Superintendent to the State Board of Education. For example, there is not longer AMOs or AYP as measures for success. These measures have changed.

Goal 1: *The Charter School will make Adequate Yearly Progress as defined by Georgia State requirements and No Child Left Behind. Students in all Subgroups will demonstrate proficiency and improvement over prior years’ performance.*

Goal 2: *Students will demonstrate improvement in Science and Social Studies on the GHSQT.*

Goal 3: *Students will demonstrate improvement in Math, Reading and Writing on the SAT.*

Goal 4: *Students will demonstrate improvement in writing as measured by the GHSWT.*

While increased student achievement is always the recognized goal for Charter Schools, it is always best to know where students are prior to forecasting where you can take them. Student growth is what matters and that growth has to be tied to what average progress can be for the individual student. **The recommendation is for a Pre-assessment of the students that are entering the school, so that staff will have a baseline from which to operate.**

- Staff will information on student strengths and weaknesses
- Staff will know how to prioritize their work with the students
- Staff will know when they are making progress when they benchmark the students.

ORGANIZATIONAL GOALS

The fulfillment of the following organizational goals will be reported annually by the Charter School in addition to their Annual Report.

Goal 7: The Charter School will improve student attendance by reducing the percentage of students absent each year as represented by the following chart:

	< 6 days	6-15 days	>15 days	
2011-2012	<72%	<20%	<8%	Did not meet
2012-2013	<79%	<15%	<6%	Did not meet
2013-2014	<86%	<10%	<4%	Did not meet
2014-2015	<93%	<5%	<2%	Did not meet
2015-2016	<96%	<3%	<1%	

This chart was found to be confusing to the staff when it was presented to them. However, it was not clear what the school did to improve student attendance and during conversation with the administration, nothing intentionally was done about increasing attendance. For example:

- Calling parents, the student, as soon as absence was observed
- Going to student’s residence
- Texting, emailing the student immediately when absence is observed
- Counseling student about attendance issues – why? – Are there transportation issues?

Goals 8 & 9 - Have been grouped together because they have to do with parent involvement.

Goal 8: Increase overall parental satisfaction as measured by the Likert Scale on a survey administered every semester as represented by the following chart:

2011-2012	7	<i>No evidence</i>
2012-2013	7.5	Data Incomplete
2013-2014	8	Data Incomplete
2014-2015	8.5	Goal met
2015-2016	9	

Goal 9: The Charter School will increase parental involvement.

While Goal 3 Measure 2 state that parents will document that they approve of the students homework, the document known as the parent contract basically states that it is necessary for the student to be enrolled. This form is inappropriately designated as a parent involvement contract and its intent is confusing.

There is also concern about the fact that there may not be traditional parental relationships with the students that attend Destiny or if they live or have lived with their parents, those relationships may be very tenuous. There is a need for non-traditional counseling opportunities for both parent and students on ways to build /repair relationships with parents/families, as students who are coming out of the juvenile system many times need support and it may be a different kind of support. **Re-think the parent involvement and move away from the *traditional model*.**

In an effort to meet your parental involvement goal, assign parent leaders to contact other parents. Many times parents can be the best resources for getting other parents to come out to attend meetings. If they are parents who have attended school meetings before, they can be especially helpful by calling to remind parents of meetings, or sending out reminders, or emails of meetings. Use various forms of media to connect with parents, such as:

- Facebook
- Texting
- Robo calling
- Twitter

Goal 10: Each governing board member will participate in a minimum of twenty (20) hours of training per year.

The Charter School Governance Board has immense responsibilities and so training is very important for this board. They also must report their training to the State Board of Education, as do the non-Charter School Boards. Getting work done by way of committee for this kind of volunteer board may work very well, as they may acquire various kinds of support and expertise by seeking assistance through parents and/or community volunteers. Training will support ways to get this done. Most importantly, training will inform.

Goal 11: The Charter School will establish at least one (1) new business partner per year.

While obtaining good business partners is not an easy task, it is a necessary task. A partnership is an agreement between the school and an external organization to complete work for the mission and vision of the school. Charter partnerships ideally are with higher institutions of learning, community organizations, and businesses.

For high schools it is almost a required activity as your students may be able to obtain jobs by have this kind of relationship with a business. A specific person should be assigned to assist the principal in securing business partners for the school. The partnerships should be two-way. It is not only what can the business do for the school, but also what can the school do for the business. Suggest: have an annual breakfast for all of the school partners to say *thank you*.

Goal 12: The Charter School will promote staff development. While participating in professional development with DeKalb County Schools is a great resource, it is recommended that you develop a school improvement plan for Destiny Achievers and allow your plan to determine the

professional development each year. It also makes sense that Destiny teachers should participate with other Charter School teachers in staff development training programs and they should make use of training opportunities that are available through the Georgia Charter Schools Association staff. **It is strongly recommended that great emphasis be placed on academic goals.**

Goal 13: The Charter School will be economically sustainable.

The Governing Board must be aware and functionally literate about allocation of resources and balance sheets. Audit findings and/or audit reporting each year must be shared with entire board by the Certified Public Accountant.

While your measures include the wording “adequate,” it is **recommended that adequate must be defined for finances.**

In General:

- Current organizational chart should be designed to illustrate the organizational flow of leadership, responsibility, and accountability; this will also show how it will impact student learning. Maintain all records/documentation in the school; even after submitting files to DeKalb County School District offices, keep your own files in the school building. This not only makes for easy retrieval, but also back-up documentation, if needed. Review the Charter document the beginning of each year and throughout the year with governing board members, administrators, faculty and staff. Assign personnel as needed to document and file data for each goal and measure in the new Petition.
- Based on state law, certified personnel must be evaluated annually. The purpose of the evaluation is to improve instruction. *All* staff should be evaluated annually. The purpose of evaluation is to improve the employees’ performance. Management cannot expect the employee to improve their performance if the goals and expectations for performance are not clearly stated to the employee.
- It is strongly recommended that Destiny Achievers Academy of Excellence staff develop and job descriptions for each position in the school prior to taking the position to the Governance Board for approval. In doing this, the Board has an opportunity to see how the position will contribute to the running of the school, how the position is valued, and how it will impact the budget prior to approval.

Of Special Note:

The one area that the school did remarkably well was in the graduation rate for its students. It was here that the students continually improved each year. This is an area that must be studied as to why the students continued to do well in this area, even as their test scores may not have continued

to increase or kept pace with the increase of the graduation rate. The consultants speculate the following reasons:

- It must also be considered that Georgia did not require that students pass an exam or state test in order to qualify for graduation. All students had to do was completed the 24 course requirement for graduation from high school. For the beginning of the 2015-2016, school year the requirements for graduation have changed and students will be required to have EOCT tests count as part of their final grade scores. It is believed that this change will have an impact on a schools' graduation numbers.
- Destiny students were recovering coursework; this meant that they had previously taken the courses and did not pass them. To take the courses over again – “recover” the courses – meant that they were more familiar with the work they were to recover and could move very quickly over the course work and score higher to complete it in an on time manner. In any event the result was that Destiny had a high graduation rate that continued to increase every year.

APPENDIX

Appendix A



School Content Area Summary Report

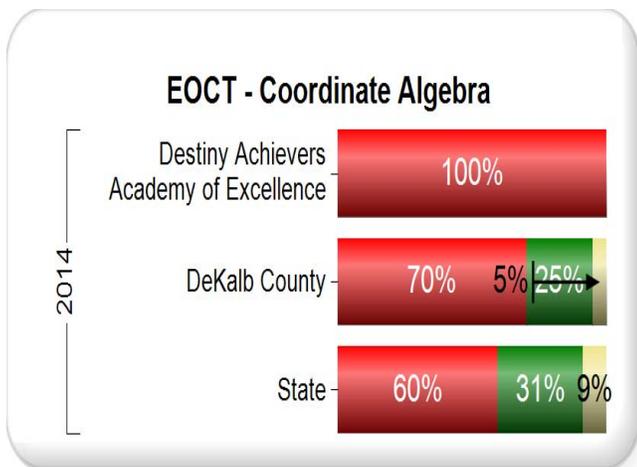
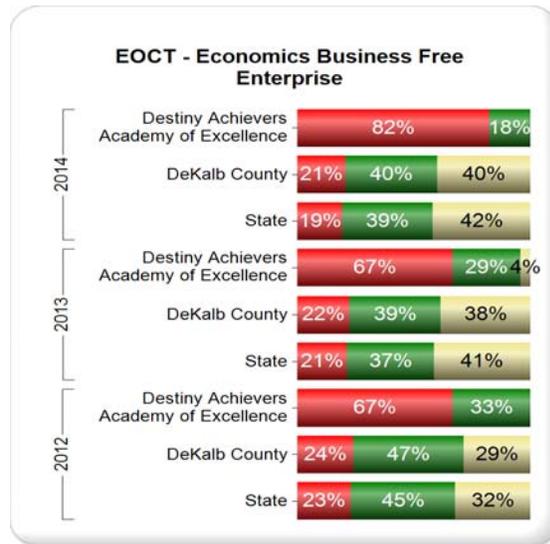
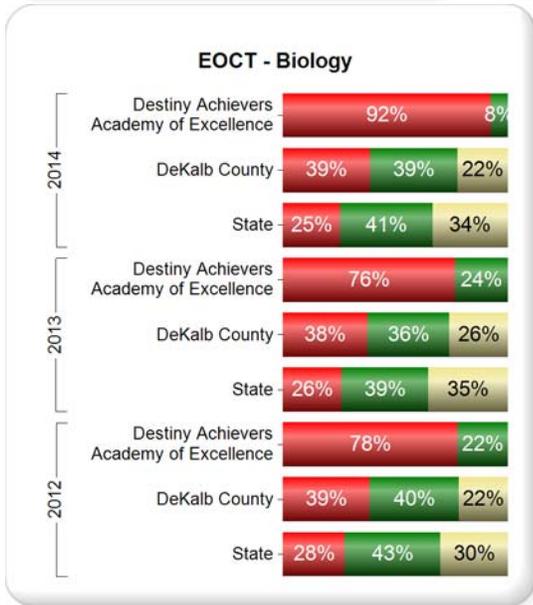
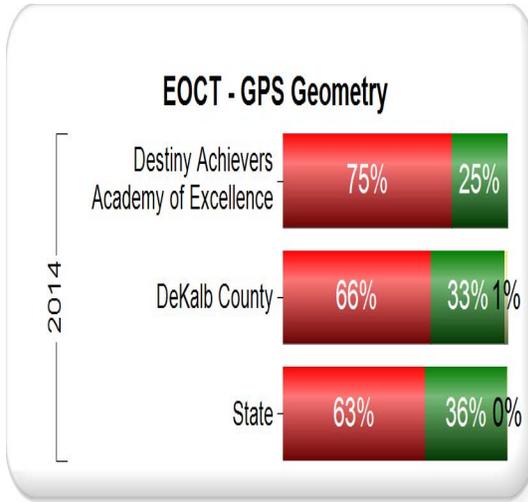
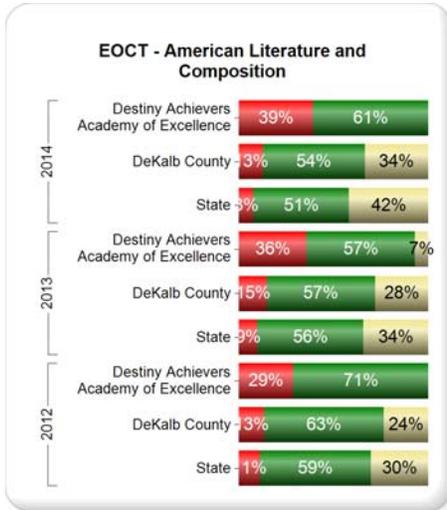
School: DESTINY ACADEMY OF EXCELLENCE
 System: DEKALB COUNTY SCHOOLS
 Code: 644-0112
 Test Date: WINTER 2012

N Tested	Mean Scale Score				Content Area / Domain	Number Possible	Mean Number Correct			
	School	System	RESA	State			School	System	RESA	State
					CCGPS Coordinate Algebra					
					Algebra and Functions (includes Number and Quantity)					
					Geometry					
					Statistics and Probability					
					Mathematics I: Algebra/Geometry/Statistics					
					Algebra					
					Geometry					
					Data Analysis and Probability					
32	389	394	421	417	Mathematics II: Geometry/Algebra II/Statistics					
					Algebra	21	6.9	7.8	11.7	11.2
					Geometry	19	6.4	7.2	10.8	10.2
					Data Analysis and Probability	14	4.7	5.3	7.3	7.1
					GPS Algebra					
					Algebra					
					Data Analysis and Probability					
					GPS Geometry					
					Algebra					
					Geometry					
					Data Analysis and Probability					
12	407	419	433	432	Ninth Grade Literature & Composition					
					Reading (Literary and Informational)	23	13.0	14.2	15.8	15.7
					Speaking and Listening	17	12.9	12.7	13.7	13.8
					Writing	14	5.9	7.2	8.2	8.2
					Language	14	7.1	8.7	9.6	9.6
18	417	425	432	431	American Literature & Composition					
					Reading (Literary and Informational)	26	16.5	17.1	18.1	18.0
					Speaking and Listening	14	7.9	9.9	10.6	10.6
					Writing	14	7.4	8.0	8.7	8.5
					Language	14	8.9	8.7	9.2	9.2
19	380	407	418	422	Biology					
					Cells	12	4.6	5.7	6.4	6.6
					Organisms	12	3.7	5.9	6.4	6.6
					Genetics	17	6.1	8.7	9.7	10.0
					Ecology	17	7.1	9.1	10.1	10.6
					Evolution	10	3.6	5.1	5.7	5.9
17	386	415	414	436	Physical Science					
					Chemistry: Atomic and Nuclear Theory and the Periodic Table	17	7.0	8.5	8.5	9.6
					Chemistry: Chemical Reactions and Properties of Matter	17	5.8	7.3	7.2	8.4
					Physics: Energy, Force and Motion	17	6.2	8.7	8.6	9.6
					Physics: Waves, Electricity, and Magnetism	17	7.2	8.6	8.5	9.9
21	384	403	416	420	US History					
					Colonization through the Constitution	13	4.5	6.6	7.2	7.3
					New Republic through Reconstruction	13	8.1	7.4	8.0	8.2
					Industrialization, Reform, and Imperialism	11	6.0	6.2	6.7	6.9
					Establishment as a World Power	16	6.4	9.0	9.8	10.1
					Modern Era	15	7.0	8.3	9.0	9.3
23	402	425	437	432	Economics/Business/Free Enterprise					
					Fundamental Economic Concepts	14	7.7	8.8	9.3	9.1
					Microeconomic Concepts	15	7.6	8.9	9.6	9.3
					Macroeconomic Concepts	14	6.7	8.2	9.0	8.7
					International Economics	12	5.7	7.4	7.8	7.6
					Personal Finance Economics	13	7.1	8.1	8.7	8.5

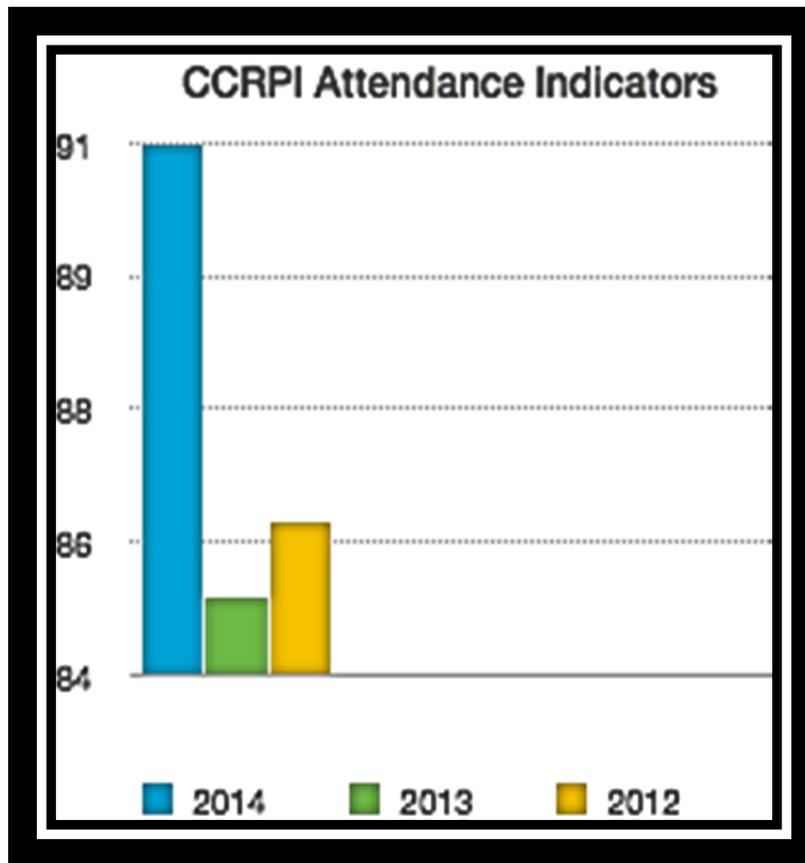
The number of items possible in each domain may differ for some examinees.
 - Scores for content areas with fewer than ten students tested are not reported.

012813-27504300-6440112-0020693

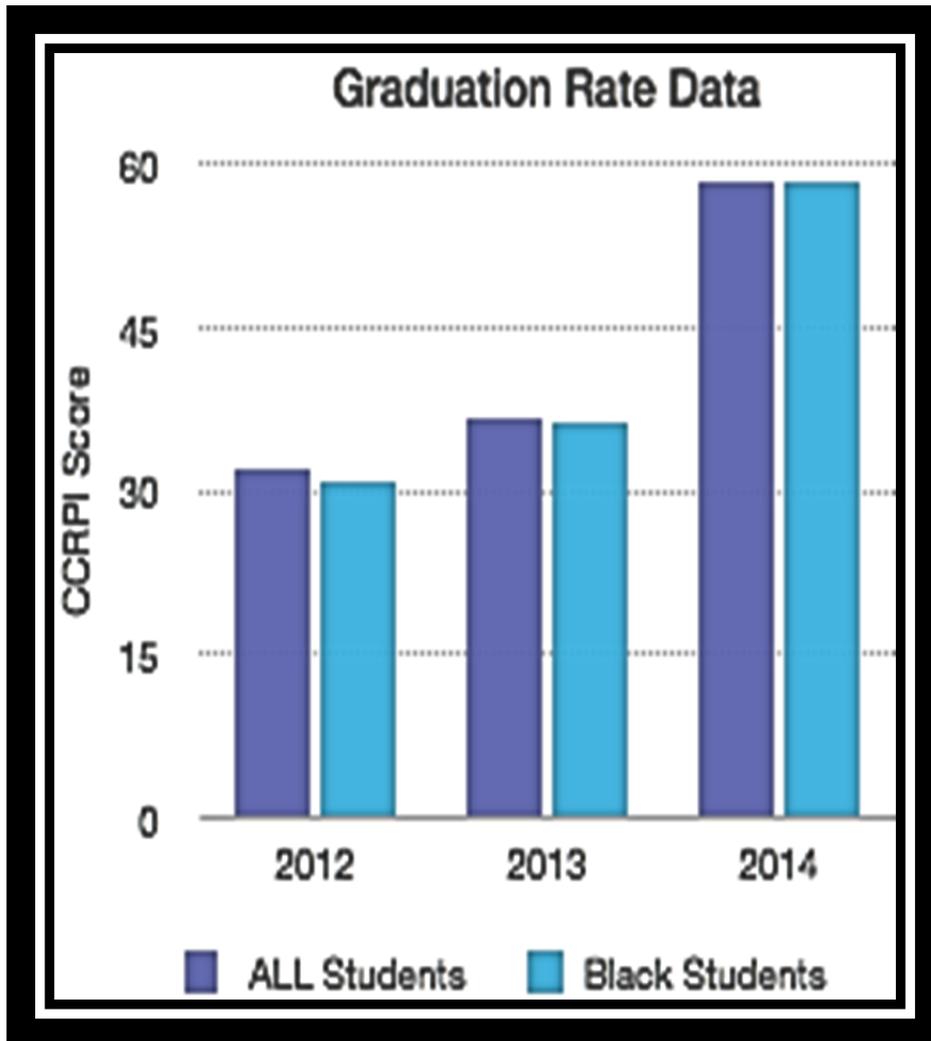
Appendix A - cont'd



Appendix B



Appendix C



APPENDIX 3

Definition of At-Risk Students

Definition of At-Risk Students

By DeKalb County Public Schools

DeKalb County Students today are considered at-risk for any one or more of the following reasons:*

- Currently in DCSD schools, for example, (a) too old to continue middle school; (b) a 10th grade student with three or less credits; (c) alternative school placements
- Exiting the juvenile detention system and in need of completing their education
- A pregnant teen or single parent
- English language learners
- Smart as they can be but bored with the classroom setting they are presently in
- A student who must work (more than 15 hours a week) to help take care of his/her family
- A gifted student who wants to move on when ready
- Had not participated in college/career preparatory program
- Students from military families
- Economically disadvantaged and/or socially marginalized

* Dr. Kalisha Sackey, Assistant Principal – June 2017

APPENDIX 4

Definition of Work Based Learning (WBL)

Destiny Achievers Academy of Excellence Definition of Work-Based-Learning

Here is the information about Work-Based Learning. This information was taken from GADOE and Miller Grove High School.

****provides paid or unpaid work experience****

****promotes a partnership between education and industry****

****integrates academic and technical instruction****

Work-Based Learning placements represent the pinnacle of the Career-Related Education experience.

To qualify for a WBL placement, a student must be in grades 11 or 12 and at least 16 years old. Students must also have a defined Career Pathway in order to participate in a Work-Based Learning placement.

This is especially important for successful completion of a student's pathway in that their job placement is directly related to the curriculum of the pathway classes they have completed or in which they are concurrently enrolled.

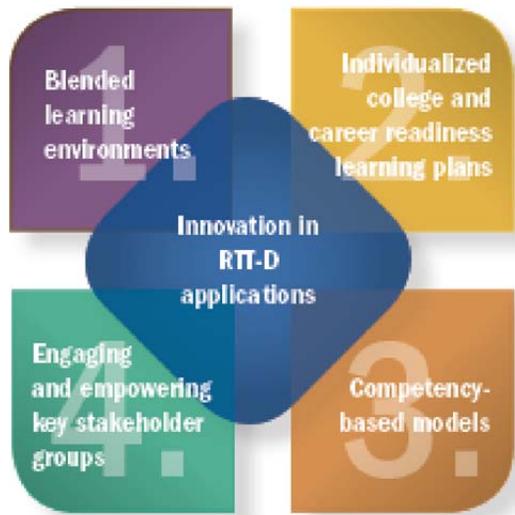
There are several opportunities for students to participate in work-based learning.

- These opportunities include employability skill development,
- Cooperative Education,
- Internship,
- Youth Apprenticeship, and
- Clinical Experiences.

APPENDIX 5

Blended/Hybrid Learning

Hybrid/Blended Learning. The American Institutes for Research’s recent report—*Education Issue Paper Series: Are Personalized Learning Environments the Next Wave of k-12 Education Reform?* August 2013—reviewed 16 Race-to-The-Top District grantees and their approaches to learning which may ultimately reshape the way instruction is conceptualized and delivered in American schools.



The Report states that a clear vision for, and purposeful use of blended learning models are necessary for improved teaching and learning to result. DAAOE believes that it has a clear vision for the purposeful use of blended learning to serve unique student body that we will be serving. Further, DAAOE know exactly how they will utilize the expertise of the staff and what kinds of professional development and support will be needed for students to excel. DAAOE also has the *will* to do what needs to be done!

“Too often, schools make plans for using technology but do not develop plans for how the technology will actually be used and integrated to effectively support the learning and curriculum goals” (Fishman, Pinkard, & Bruce, 1998; Hew & Brush, 2007; Lawless & Pellegrino, 2007).

While a great deal of technology will be utilized in the Personalization of Learning at DAAOE, the School will also use technology to keep informed of staff and students’ progress using the Odysseyware LMS. The figure on the previous page indicates that the curriculum design and focus at DAAOE is aligned to current research for which the main components are:

1. Creating blended learning environments
2. Developing and using individualized college and career readiness learning plans
3. Implementing competency-based models to support and accelerate students’ progress through their learning plans
4. Engaging and empowering key stakeholder groups—teachers, parents/guardians, and the broader community—in the process of ensuring student success.

The DAAOE classroom is a teaching and learning environment where teachers develop students’ capacity to become independent learners who set goals, monitor their progress, and reflect on their own learning. Student assessments measure mastery of standards. A personalization of learning approach to teaching and learning will require rethinking the role of the school, teachers, parents/guardians and the community, the structure of the classroom, and the ways in which knowledge and skills are taught to students and measured. The chart on the following page provides a snapshot of Personalization of Learning.

Personalization	Differentiation	Individualization
The Learner...	The Teacher...	The Teacher...
drives their learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment AS and FOR Learning with minimal OF Learning	Assessment OF and FOR Learning	Assessment OF Learning

Understanding **Personalization of Learning** vs Differentiation vs. Individualization
 (Barbara Bray & Kathleen McClaskey, *Personalize Learning*™, 2013)

Further, the Carnegie Foundation for the Advancement of Teaching is doing continuing research on Personalization of Learning. This excerpt from “*The Promise of Personalized Learning.*” (*Education Next*, Fall 2013, Vol.13, No.4) explains best the impact personalized learning can have on Charter Schools.

At the Alliance Tennenbaum Family Technology High School, a charter school on L.A.’s east side, every teacher is responsible for at least one-third more students than any mainstream educator would recommend. But these are not traditional classrooms. The school uses a hybrid model that combines online and traditional instruction and offers students three different ways to learn. On this particular fall day, 16 students are getting traditional in-person instruction in Algebra I from teacher Wendy Chaves; roughly the same number are doing math problems online; and still others are gathered in clusters of four tutoring each other.

The fact that budgets are tight and we continue to find ways to stretch them and Charter School budgets seem to get even tighter, the use of blended learning and the use of technology with Online curriculum makes sense for educating students in nontraditional ways and in nontraditional formats.

Maintaining a stable staff at the school is critical to DAAOE's success. Since so many of the Students attending DAAOE come from challenging situations, the School's instructional staff receive training to address the unique needs of students. This training will allow them to add instructional strategies and methods to their classroom toolkits that are based on:

- *Culturally Relevant Pedagogy* - effective teachers strive to acknowledge the kaleidoscope of background experiences students bring to the classroom and to ensure the materials and methods are representative of this ever-growing diversity. They aim to provide students with opportunities to connect their learning experiences to their own lives
- *Brain Based Strategies* – effective teachers will explicitly teach and provide their students with opportunities to practice using executive functions such as how to learn, study, organize, prioritize, review, and actively participate in class. Activities that can support executive function network development include comparing and contrasting, giving new examples of a concept, group collaboration, open-ended discussions

DAAOE is able to enroll higher numbers of students at-risk than traditional public high schools. At the same time, the School is structured to have shorter course lengths, full time enrollment, and a strong job/career and college orientation that will help students at-risk—who might not succeed in a more traditional high school setting—succeed.

APPENDIX 6

Destiny Day

Destiny Achievers Academy of Excellence

Destiny Day - 2018-2019

Shift I - Classes -7:30am and end at 12:30

Breakfast - 7:00 am

1st 7:30

2nd 8:30

3rd 9:30

4th 10:30

5th 11:30

12:00- Lunch

6th 12:30

1:00 - Lunch

7th 1:30

8th 2:30

9th 3:30

10th 4:30

11th 5:30

12th 6:30- Dinner/Study

7:00pm Dinner/Study

Study 7:30 - Day Ends

Shift II Classes -12:30 pm - 7:30pm

APPENDIX 7

Arts Integration

Arts Integration at DAAOE

Arts and Music Therapy. The Performing Arts program's philosophy is that education in music, drama, and dance is essential to nurturing the cognitive, physical and emotional growth of the human being. Through musical and movement activities, humans empowered with a sense of joy, creative independence, self-worth, openness and confidence. Music, drama, and dance are taught with the same high expectations of any language learning or the learning of any content material. All humans are entitled to build and master skills in the performing arts within a nurturing and joyful atmosphere. Students will learn how to play percussive and steel drums, and guitars.

For example, Zenkov (2011) describes the use of photography when teachers are using culturally relevant strategies in their classroom instruction¹. Drawing is a strategy that is used to get student to begin to see pictures in implementing the writing process.

¹ Zenkov, Kristien (2011). Seeing Relevance: Using Photography to Understand How School, Curricula, and Pedagogies Matter to Urban Youth" in Culture, Relevance, and Schooling edited by Lisa Scherff and Karen Spector

APPENDIX 8

WARNS User Guide

Washington Assessment of the Risks and Needs of Students

WARNS

USER MANUAL



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Version 2.0

Acknowledgments

The Washington Assessment of the Risks and Needs of Students youth survey and all related products were made possible with the generous support of the John D. and Catherine T. MacArthur Foundation. As the lead entity for the Models for Change initiative in Washington State, the Center for Children and Youth Justice provided valuable assistance and guidance for the duration of this project

We are very grateful to the juvenile courts and other agencies who participated in the development, research, and implementation of the WARNS. These include Benton-Franklin Juvenile Court, Clark County Juvenile Court, Pierce County Juvenile Court, Spokane County Juvenile Court, Thurston County Juvenile Court, Educational Service District 101, and West Valley High School (Spokane).

We would like to acknowledge our appreciation for the individuals who worked to establish the reliability and validity of the WARNS and make the final revisions to this manual. These include Paul Strand and Brian French from Washington State University, Elizabeth Coker and Craig McBride from the University of Washington-Tacoma, Center for Strong Schools, and Carl McCurley of the Washington State Center for Court Research.

Finally, a very special thanks to Dr. Tom George, formerly of the Administrative Office of the Courts, who was instrumental in developing and piloting the WARNS and drafting the original user manual from which this condensed version was taken (George, 2012). Without his leadership this initiative would not have been possible. We are deeply indebted to Dr. George for his expertise and commitment to the WARNS project.

Photo credits:

Rawpixelimages | Dreamstime.com - Diverse Group of High School Students with Arms Raised - <https://www.dreamstime.com/stock-photo-diverse-group-high-school-students-arms-raised-image44793457#res17303701>

Karima Lakhdar | Dreamstime.com - Graduation Celebration - <https://www.dreamstime.com/royalty-free-stock-images-graduation-celebration-image13282069#res17303701>

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SECTION I. A USER’S GUIDE TO THE WASHINGTON ASSESSMENT OF THE RISKS AND NEEDS OF STUDENTS (WARNS)

Introduction

The Washington Assessment of the Risks and Needs of Students (WARNS) is a brief (53 to 74-item) self-report measure for **13 – 18-year-old youth** designed to allow schools, courts, and youth service providers to assess individual risks and needs that may lead to truancy and/or school failure, and to target interventions accordingly. **The WARNS takes approximately 10 to 30 minutes to administer**, and measures both past and current experiences in several domains that are critical to healthy social, emotional, and educational development.

The WARNS can be administered online via remote access to a secure server located at *Washington State University (WSU)*. The *Learning and Performance Research Center* at WSU is responsible for overseeing all aspects of the administration and use of the WARNS.

Section I of this manual provides an overview of the WARNS, instructions for accessing and administering of the instrument, and different options for administration. Section II provides information on the different sections of the WARNS and how to interpret the results.

Please see the *WARNS Technical Manual* for more detailed information on the instrument, its development, reliability, validity, and history.

What is the WARNS?

There are six ***Needs Scales*** in the WARNS instrument, each consisting of between five and nine questions (40 questions total). All six areas have been linked to truancy, delinquency, and/or dropping out of school. Scores on a scale are used to determine whether a youth has a ***Low, Moderate, or High*** need for intervention in that area. The six scales consist of the following:

- Aggression-Defiance
- Substance Abuse
- Family Environment
- Depression-Anxiety
- Peer Deviance
- School Engagement

The ***Aggression-Defiance*** scale refers to the tendency to act-out one’s distress in an aggressive, irritable, and defiant manner. The ***Depression-Anxiety*** scale, on the other hand, assesses levels of internalizing behaviors, which tend to take the form of depression and anxiety, and may result in intense sadness, hopelessness, and sleeping and eating problems, among others. The ***Substance Abuse*** scale screens for the frequency of alcohol, marijuana, and “hard drug” use.

Three other needs scales assess a youth’s functioning in three critical social contexts. The ***Peer Deviance*** scale assesses a variety of problematic behaviors among the youth’s friends.

The **Family Environment** scale focuses on a youth's relationships with their parents and home environment. The **School Engagement** scale assesses how much students like going to school, and their engagement with the educational environment.

Other WARNS items

In addition to the items that compose the six Needs Scales, the WARNS contains a number of other items found to be strong predictors of truancy, delinquency, and dropping out of school in the research literature. These items address basic demographic information, family functioning and organization, school attendance and engagement, criminal history, barriers to school attendance, and can also be used to obtain a rough assessment of the validity of a student's responses.

Factors Affecting Data Validity

The WARNS survey does not have any built-in methods that attempt to assess the veracity of youths' responses. However, the WARNS Online does have a place at the end of the survey for administrators to indicate their impression of the validity of the responses based on how the youth behaved during the administration. Please see the *WARNS Technical Manual* for further information on factors affecting data validity.

What are the Uses and Benefits of the WARNS?

Needs Assessment and Treatment Planning

For counselors, case managers, and other individuals working with at-risk youth, the WARNS provides a method to quickly gather and synthesize important information about a youth's developmental experiences and current functioning. It is best used during the initial stages of engagement with the youth to better understand his or her specific risks and needs, guide conversations, and develop a successful intervention plan.

The WARNS should not be used for diagnostic purposes or as the sole source of information in treatment planning, but instead as one of several strategies available to professionals to assist in identifying past and current challenges that may be negatively affecting school engagement and attendance.

The WARNS is uniquely designed to allow professionals to prioritize services for those youth most at-risk for school failure, including dropout. Scores on the six need scales can be used to match youth to targeted interventions. For example, less intense, group-level interventions may not be effective with high-risk students, but may be beneficial for those with moderate levels of need.

As stated in the User Agreement, the WARNS may only be used in the best interest of the youth. It may not be used when considering or determining any punitive sanctions or to place students into certain educational classrooms or with a population of youth with similar results.

If a given site is interested in-the-aggregate results for a group of individuals, Washington State University can provide the site administrator with the individual-level data in Excel or SPSS format for further analysis. Group reports may be of interest for specific populations (e.g., incoming freshman, court-petitioned truants, treatment participants), or different groups of youth can be compared within a population (e.g., truants and non-truants; boys and girls; 9th, 10th, and 11th graders).

Individual Progress Monitoring or Program Evaluation

Individual service providers and stakeholders who are interested in whether or not their efforts were successful in bringing about meaningful change in the lives of youth may want to administer the WARNS both before and after an intervention. The WARNS was designed to measure recent changes in the perceptions and experiences of adolescents. All items on the six Needs Scales and several additional items inquire about youths' functioning during the past two months. Therefore, individuals and groups can be assessed both before and after most interventions to help determine if youth have improved in critical areas of development. Service providers or stakeholders interested in program evaluation are encouraged to contact the Learning and Performance Research Center at Washington State University for help with research design and other issues necessary to a valid program evaluation.

Gaining Access to the WARNS

Registration

Courts, schools or other agencies interested in administering the WARNS may apply to use the instrument by completing and submitting a **WSU WARNS User Agreement** (See Appendix A). The User Agreement can be obtained by either contacting WSU at WARNS@wsu.edu or by using the version provided in Appendix A.

The User Agreement should be printed, filled out, signed, scanned and emailed to the Washington State University (WSU) at WARNS@wsu.edu. An individual with signing authority for the agency must sign the completed User Agreement. Any subsequent changes to the User Agreement, including the addition or modification of the list of qualified administrators who will have access to students' responses, may be requested by submitting a revised, signed User Agreement.

Any site or individual wanting to administer the WARNS must describe the purpose of its use, the population of youth who are to receive the survey, the approximate number of surveys to be administered, and the dates of administration. The individual or individuals responsible for interpreting the results of the WARNS for any purpose, including but not limited to

evaluation or the provision of specific interventions, must be identified on the User Agreement and possess the appropriate qualifications. Qualified individuals include psychiatrists, clinical or counseling psychologists, certified school counselors, registered psychiatric nurses or nurse practitioners, social workers, or persons designated by a court as qualified to interpret risk assessments of court-involved youth.

Each site must designate a primary administrator to serve as the main source of communication with WARNS staff. The primary administrator is responsible for distributing all materials, instructions, codes, passwords, and results to other approved administrators. She or he is also responsible for informing others of the terms and conditions in the User Agreement and ensuring the integrity of the WARNS survey and administration process. The primary administrator, and other administrators who will have access to students' responses, must be designated on the User Agreement.

WARNS Reports

The WSU WARNS online system produces a detailed individual-level report immediately following the survey administration. The report contains the youth's identification number and demographics at the top of report. Next, the level of need is presented for each of the six Needs Scales. The levels of need (Low, Moderate, High) are color coded for quick and easy identification of the results. Following the Needs Scales, information from every item on the survey is presented and organized by the content of the items. If the user requests the Anonymous Administration (See *WARNS Online Step-by-Step Instructions*), then only the demographics and the six level of need scores will appear at the end of the report. Upon request, WSU will send an extract of all the responses from a given site to the site administrator for further analyses such as aggregate reports.

Ownership and Access to Data

The WARNS User Agreement specifies that all data resulting from either paper or online administration of the survey becomes **co-owned by the signing agency and Washington State University**. All submitted data are stored on secure servers within at WSU in unidentified format and are accessible only to approved staff. Data may be used by WSU for further survey development or other research purposes at its own discretion and without notification to the submitting agency. The identity of submitting agencies will not be released in publications or to third-parties without the consent of the submitting agency.

Respondent data will not be released to third-parties without prior written approval of the submitting agency. However, WSU may share aggregated results of data analyses to third-parties without prior approval so long as the results do not identify a specific school, school district, or agency.

Ethical and Legal Considerations

Under most circumstances, **parent and student consent is required** prior to administration of the WARNS. The only exception is when screening and assessment activities are included as part of a valid court order. Consent forms have been developed for use by WSU. Agencies wishing to use different consent forms must submit those forms to WSU for approval prior to administration.

The WARNS contains questions of a personal nature, some of which may implicate the youth or others in possible crimes or other misdeeds (e.g., drug use by self or peers, truancy, physical assault, theft). The User Agreement specifies that the WARNS may only be used in the best interests of the youth, that is, to provide appropriate targeted interventions for truant youth. The use of the WARNS responses to impose punishment or sanctions or to implicate the youth in a crime, or interpreting a response as an admission of guilt would be a gross misuse of this instrument. ***Schools, courts, and other agencies should establish policies regarding the use and retention of student information prior to administration to safeguard the rights and welfare of every youth.*** Further, the youth should be fully informed as to how his or her information will and will not be used. The WARNS User Agreement also specifies that each administrator must understand and comply with all rules, requirements, and laws regarding the reporting of physical and sexual abuse.

Finally, consideration must be given to the requirements of the Family Educational Rights and Privacy Act (FERPA). If WARNS Reports are maintained by the school, they should be maintained separately from the students' educational records in order to avoid inappropriate and potentially damaging disclosure. Schools should consult with legal counsel when establishing policies regarding the retention of WARNS Reports.

WARNS Administration

Overview

Most students can complete the WARNS in approximately 10-30 minutes, depending upon their level of concentration, reading and comprehension abilities. The WARNS is currently available in English, and is written at approximately a fifth-grade level. Unless required by a valid court order, documented parent and student consent are required prior to administration.

Youth taking the WARNS should be allowed to complete the survey in a quiet, comfortable space free of distractions. Multiple youths may take the survey simultaneously on different devices as long as their confidentiality is maintained. An administrator should remain nearby to answer any questions, ensure appropriate use of the survey instrument, and help students who may have difficulty reading or understanding certain words or phrases. An administrator may also read the questions to students, although the students should be encouraged to answer independently if possible.

If conditions preclude access to the WARNS online, WSU can provide a paper version. In this case, the site administrator will need to enter the responses directly to the online site before the survey can be scored. Administrators approved for viewing individual students' reports and responses will be provided with a password to access the survey report.

The online survey can be administered using any web-enabled device. Administrators should become familiar with the device or devices to be used for administration as well as the process for saving reports, if desired, to a secure storage device. When using the online WARNS, surveys are electronically scored and the results are available immediately to the survey administrator. Care should be taken to delete or secure survey results after administration to ensure student confidentiality.

Legal reporting requirements

An important consideration is any legal requirement for reporting information to authorities if administration of the WARNS reveals physical abuse of the youth. The user should review and understand the laws surrounding the reporting of sexual or physical abuse to law enforcement. The user should also comply with any and all these rules, requirements, and laws and report to law enforcement any suspected abuse based on a Respondent's answers.

In addition, survey administrators should prepare for emotional reactions to the questions by the youth. Mental health professionals should be made available in case of strong emotional reactions to the questions or as a follow-up resource. Finally, the survey administrator should possess the necessary interpersonal skills and knowledge to appropriately handle youths' responses to these items and to refer them to mental health resources if necessary.

Preparation

1. *Obtain and document informed parental and student consent*

It is the responsibility of the approved agency and administrators to obtain consent from the youth and their parent or legal guardian prior to administration unless the assessment is part of a valid court order. The parent and student consent forms appear in Appendices B and C.

The WARNS User Agreement specifies that under most circumstances, completing the survey must be voluntary on the part of the youth. If a student decides he or she does not want to take the survey or answer a question that requires a response, simply terminate the survey. Informing students of their rights, explaining how their information will be used, and enlisting their cooperation are critical steps for ensuring data validity.

2. *Consider the youths' abilities*

- At least a fifth-grade English reading and comprehension abilities.
- The visual ability to read the paper or online survey.
- The manual dexterity to accurately answer the questions.

3. *Choose and prepare a mode of online access*

- Where will administration occur?
- Is there a reliable internet connection?
- Is the battery life of the device suitable for administrations in the field, or is a power cord and a power source available?
- Can you easily and securely save the WARNS Reports, if desired?
- Is the WARNS survey link easily accessible on every device to be used?
- Have you tested the device and taken a sample survey?

4. *Have the necessary information ready*

- Do you have your Administrator login ID and password?
- Do you have your Administrator's Code?
- Do you know your site's administration option?
- Do you have the WARNS Report password?
- Have you created a log and assigned a unique local ID to each student's name?

5. *Survey Environment*

- Is the environment quiet, comfortable, and free of distractions?
- Can the youth enter responses privately?
- Are resources available to answer youths' questions and respond to issues?

WARNS ONLINE STEP-BY-STEP INSTRUCTIONS

Step 1: Follow the link provided in the approval notification to the WARNS Online site.
You should see the following page:

PAGE 1

The screenshot shows the Washington State University logo and the title "WARNS Survey and Report". Below the title is the text "Welcome to the Washington Assessment of the Risks and Needs of Students (WARNS)". In the top right corner, there is a "Resize font:" control with plus and minus icons. Below the welcome message, it says "Page 1 of 23". The main content area is titled "Please enter your authentication information". There are two input fields: "ID:" and "Password". The "ID:" field is circled in red, and an arrow points from a box labeled "Step 2: Enter your login ID provided on the approved User Agreement." to it. The "Password" field is also circled in red, and an arrow points from a box labeled "Step 3: Enter the login password provided on the approved User Agreement" to it. A "Disclaimer" link is visible below the password field. At the bottom of the form, there is a "Next Page >>" button.

Note: the version number of the Youth Survey. Revisions will be indicated with a different version number and will be documented in the Manual and in email notifications.

Washington Assessment of the Risks and Needs of Students (WARNS 2.0.0)

USER AGREEMENT

I, or someone from my agency, has signed and submitted the Washington Assessment of the Risks and Needs of Students (WARNS) User Agreement supplied by Washington State University (WSU). I have received confirmation from Washington State University that I have been approved to administer the WARNS. I have read, understand, and will fully comply with the terms and conditions of use as described in the User Agreement.

I understand that administration of the WARNS without prior approval is strictly prohibited.

I understand that any prior agreement with the Washington State Administrative Office of the Courts does not extend to the use of this system.

The WARNS survey may not be copied, reproduced, translated, or retransmitted in part or whole without prior written permission.

Copyright 2016 Washington State University

I agree and confirm that my use conforms to the User Agreement with Washington State University.

You may not proceed without agreeing to the terms above.

<< Previous Page Next Page >>

Step 4: Read the terms and conditions on the User Agreement.
Note: "I agree" must be selected to proceed with administration.

PAGE 3

Administration Page

Date (mm/dd/yyyy)

Authentication Information
Please enter your Administrator Code:

Your school name or agency location:

Respondent's Local ID Number:

Must be a numeric ID

ADMINISTRATION OPTIONS:

- FULL version
- NEEDS Only Version
- Anonymous Administration (WARNS Report Only; no report of survey responses).

reset

Have you obtained signed Parent and Student Consent forms provided by Washington State University (Version November 9, 2016), OR is screening and assessment included as part of a valid court order for this youth?
 Yes (required), I have obtained WSU parent and student consent forms OR I have a valid court order to administer this survey.
You may not proceed without the required consent.

Step 5: After entering the date of administration, enter your unique Administrator Code that appears on the approved User Agreement.

Step 6: Enter a unique local ID for each respondent. The ID must be a number and not a name. Please refer to the User Agreement for maintaining confidentiality of student identity.

Step 7: Please see section below on Administration Options.

Step 8: Inform the respondent about the WARNS and indicate if you have obtained parent and student consent, or if screening and assessment is part of a valid court order.

As mentioned above, three administration options exist.

(1) **Full version:**

This option will give the respondents the choice to answer **all questions** in the online survey including those that address basic demographic information, family functioning and organization, school attendance and engagement, criminal history, barriers to school attendance. The responses to all survey questions will appear on the WARNS Report that is produced immediately following the completion of the survey.

(2) **NEEDS Only Version:**

This option allows users to administer only the demographic questions and the approximately 40 questions that result in the *low, moderate, and high* classifications for the six Needs Scales (Aggression-Defiance, Depression-Anxiety, Substance Abuse, Peer Deviance, Family Environment, and School Engagement). All responses will appear on the report that is produced immediately following the completion of the survey. This option is provided for circumstances in which a youth may have limited reading and/or comprehension abilities. It may also be used in order to reduce the administration time of the survey. **This option is NOT recommended for regular administration as it limits information for potential research and clinical use.**

(3) **Anonymous Administration:**

This option allows users to administer only the demographic questions and the approximately 40 questions that result in the *low, moderate, and high* classifications for the six Needs Scales. **No responses are reported at the end of the survey administration.** Only the WARNS report that summarizes the *low, moderate, and high* classifications for the six Needs Scales will be reported. This option is available for administrators who feel that the respondent may be less willing to truthfully respond to the survey questions if they think the administrator can view their answers.

After entering the information on the Administrator Page, the survey is ready for the respondent to complete.

Demographics Page

This is the demographics page which will be available for all administration options. The student should now be allowed to begin responding to the survey questions. When the student reaches the “Thank You” page they will be instructed to inform the teacher or counselor that they are finished.

The screenshot displays a form with four sections for demographic data collection. Each section has a 'reset' link on the right side.

- Age:** Radio buttons for ages 12, 13, 14, 15, 16, 17, 18, 19, and 20.
- Grade:** Radio buttons for grades 6, 7, 8, 9, 10, 11, and 12.
- Gender:** Radio buttons for Female and Male.
- Race/Ethnicity:** Radio buttons for American Indian/Alaska Native, Asian, Pacific Islander, African-American/Black, Hispanic/Latino, White/Caucasian, and Other, please describe in the box below: (with an empty text input field).

Navigation buttons at the bottom are '<< Previous Page' and 'Next Page >>'.

Thank You Page

The screenshot shows a message: "Thank you for completing the survey! Please inform your teacher or counselor you are finished." Below the message is a button labeled "Continue" with a checkbox icon. A red oval highlights this button, and an arrow points from a callout box to it. The callout box contains the text: "Step 9: The teacher or counselor should now complete the administration of the instrument by selecting **Continue**." Navigation buttons at the bottom are '<< Previous Page' and 'Next Page >>'.

The survey fidelity and reporting screen will be displayed:

Step 10: The teacher or counselor should now provide their impression of the fidelity of the respondent's answers.

The screenshot shows a web interface for survey fidelity and reporting. It features three main sections: a radio button selection for survey fidelity, an optional comment box, and a password field for report generation. Each section is annotated with a callout box explaining the required action.

Did the respondent seem to take the survey seriously and answer the questions honestly and accurately?
 Yes Probably yes Probably no No Unsure reset

OPTIONAL: Describe any issues or behaviors that may have affected the validity of the responses (e.g., goofed off, noisy environment, lost internet connection)

Step 11: The teacher or counselor may provide their written impressions in this comment box of any issues or behaviors that may have affected the integrity of the answers.

Expand

Enter the required **PASSWORD** to obtain the **WARNS REPORT** (password is case sensitive):
 Disclaimer

<< Previous Page Next Page >>

Individual-level reports

A detailed individual-level report (referred to as a *WARNS Report*) is available immediately following online administration. Reports may be printed or saved in PDF format or another file type depending upon the device used for administration and available resources. In addition, reports may be saved to a secure storage device. If a WARNS Report is not printed or saved prior to exiting the survey, the user cannot reproduce it later. The user may contact WSU to reproduce an individual report.

The WARNS Report contains the youth's identification number and demographics at the top of report. Next, the level of need is presented for each of the six Needs Scales. The levels of need are color coded for quick and easy identification of the results. Following the Needs Scales, information from every item on the survey is presented and organized by the content of the items. If the user requested the Anonymous Administration, then only the demographics and the six level of need scores will appear at the end of the report.

WARNS Report Example

After entering the WARNS Report password, the following page will be displayed:

----- WARNS REPORT -----

Respondent ID: 123
Administration Date: 10/20/2005
Gender: Male
Age: 17
Grade: 11
Race/Ethnicity: White/Caucasian

Risk Scales:

Aggression-Defiance: **Moderate**
Depression-Anxiety: **Low**
Substance Abuse: **Moderate**
Peer Deviance: **Low**
Family Environment: **HIGH**
School Engagement: **HIGH**

TOTAL RISK SCORE: 47
(At risk if score is greater than 20 for females, 17 for males)

Notes:

Risk Scales: The risk scales indicate the level of risk assessed by the instrument for each domain in addition to a total risk score.

There are 3 possible risk levels for each domain: Low, Moderate, and High.

Please consult the sections below on the interpretation of the risk levels.

NEEDS SCALES: AGGRESSION-DEFIANCE

Physical fights: Never or hardly ever

Lost temper and hit or yelled at someone: Sometimes

Threatened to hurt someone: Never or hardly ever

Lied, disobeyed, or talked back to adults: Sometimes

Picked on or bullied other kids: Sometimes

Got so angry, hit or broke something: Always or almost always

Lied, hustled, or conned someone: Sometimes

Damaged or stole something on purpose: Sometimes

NEEDS SCALES: DEPRESSION-ANXIETY

Nothing could cheer me up: Sometimes

Felt down, sad, or unhappy: Sometimes

To save or print the *WARNS Report*, consult your internet browser on how to save or print information from the browser screen. You will probably be able to print to a physical printer or save the report to a PDF file. Be sure to save or print the report in a secure location to ensure student confidentiality.

The following page will be displayed at the conclusion of the WARNS Online.



FOR ADDED SECURITY, BE SURE TO CLOSE THE BROWSER TO PREVENT FUTURE RESPONDENTS FROM VIEWING OTHERS' ANSWERS.

SECTION II. A PROFESSIONAL’S GUIDE TO INTERPRETING THE WARNS RESULTS

WARNS Risk Scores

WARNS risk equations, scores, and categories have been developed to assess risk for delinquency¹ over one-year and two-year periods from the date of administration. Scoring and classification should not be used for other populations of students given that the equations, classification, and predictive accuracy would undoubtedly vary.

For detailed information on the Needs Scales and Risk Scores please consult the *WARNS Technical Manual*.

The Needs Scales

All of the items that compose the Needs Scales are measured on a four-point Likert-style rating scale indicating the frequency of the thought, behavior, or emotion during the previous two months. The responses categories are:

- *Never or hardly ever*
- *Sometimes*
- *Often*
- *Always or almost always*

Each item on a scale receives a score from zero to three. Higher scores reflect more problematic functioning. Most items are written with reference to a problem behavior (e.g., *I got into physical fights*), though some assess positive feelings (e.g., *I felt close to my parents*) and are therefore reverse scored. Scores are then summed across all items for each of the scales.

Levels of Need

Scores for each of the Needs Scales are categorized into one of three needs levels: *Low, Moderate, or High* need for intervention. Several early studies (discussed in detail in the Technical Manual) were conducted to determine the reliability and validity of the six needs scales and the accuracy of the WARNS in predicating truancy and distinguishing between youth with and without histories of truancy. The cut-points for the levels for each of the scales were determined by clinical judgment and through consideration of the score distributions of different groups of youth included in the study (e.g., high school students, truants, offenders).

¹ *Risk for delinquency* was defined as the probability of a court referral for an At-Risk Youth petition or a Truancy petition.

Please consult the Technical Manual for full details on the reliability, validity, and cut-point specifications for each scale.

THE SIX NEEDS SCALES

Needs Scale: Aggression-Defiance (8 items)

The Aggression-Defiance scale is composed of eight items that assess the frequency of youths' externalizing, acting-out behaviors during the previous two months. Five items assess aggression and three assess defiant behavior. The five aggression items measure destructive aggression towards people or property. The five items are:

- 2. I got into physical fights
- 7. I lost my temper and hit or yelled at something
- 24. I threatened to hurt someone
- 36. I picked on or bullied other kids
- 41. I got so angry I hit or broke something

Individuals who are aggressive also tend to act-out by defying authority, breaking rules, and lying to others. Three items on the Aggression-Defiance scale measure these behaviors. The three defiance items are:

- 27. I lied, disobeyed, or talked back to adults
- 43. I lied, hustled, or conned someone to get what I wanted
- 45. I damaged or stole something on purpose

Needs Scale: Depression-Anxiety (8 items)

Some individuals may internalize their distress and experience feelings of depression and/or anxiety. Four items assessing symptoms of depression and four items assessing symptoms of anxiety compose the Depression-Anxiety scale. The four depression items measure the frequency of symptoms such as sadness, hopelessness, and lack of concern. These items are:

- 9. I felt like nothing could cheer me up
- 14. I felt down, sad, or unhappy
- 29. I felt hopeless about the future
- 39. I didn't care about anything or anyone

The four items assessing anxiety indicate a level of distress that is beyond one's typical experience or is interfering with cognitive and physical functioning. The anxiety items are:

- 16. I was so worried or bothered by things it was hard to concentrate
- 25. I had trouble sleeping or eating because I couldn't get something off my mind
- 31. I felt more tense, irritated, or worried than usual
- 37. I got so nervous I felt sick, had trouble breathing, or felt shaky

Needs Scale: Substance Abuse (5 items)

Substance use among adolescents is a great concern among parents, service providers, and others. The Substance Abuse scale is composed of five items. Because even occasional drug or alcohol use may be a concern, youth are categorized as having a moderate need for intervention even if they say they just *sometimes* use alcohol and marijuana.

The five items are:

- 15. I got sick, passed out, or couldn't remember what happened because of alcohol and drugs
- 22. I drank two or more alcoholic beverages (beer, wine, liquor) in a day
- 34. I used drugs such as cocaine, ecstasy, meth, or pills
- 38. I missed or skipped school to use or recover from drugs or alcohol
- 40. I smoked or used marijuana (pot, weed)

Needs Scale: Peer Deviance (5 items)

During adolescence, youth develop strong associations with their peer group and close friends. Teens often begin exploring different types of activities and relationships within these contexts, and begin testing social norms and rules with greater intensity. The peer group is highly influential in the process. Five items assess peer deviance across a variety of behaviors:

- 11. My friends got drunk or high from alcohol, marijuana (pot, weed), or other drugs
- 19. My friends did things that could have got them arrested
- 30. My friends got into trouble at school
- 35. My friends skipped or cut class
- 47. My friends got into physical fights

Needs Scale: Family Environment (5 items)

Parents continue to play a vital role in the social and emotional development of their children throughout adolescence. As teens seek independence from their parents, and develop stronger associations and intimacy with their peers, the nature of the parent-child relationship changes. The five items on the Family Environment needs scale are designed to assess the general quality of the parent-child relationship and environment. They are not designed to

screen for serious or abusive altercations. Four of the items are framed positively and are, therefore, reverse scored. Higher scale scores indicate a more dysfunctional home environment.

The five items are:

- 3. I felt close to my parents (Reverse scored)
- 6. If I wanted to do homework, my parents' home was a good place to be (Reverse scored)
- 21. I got into arguments with my parents
- 28. I could talk to my parents if I had a problem (Reverse scored)
- 50. My parents would help me with my homework if I asked (Reverse scored)

Needs Scale: School Engagement (9 items)

How one adapts and performs in the challenging school environment has major implications for a youth's life. A lack of school engagement is associated with truancy, delinquency, and drug use in adolescence, and is predictive of dropping out of school, adult criminal offending, and poor financial outcomes in adulthood, among others. The School Engagement scale consists of nine items. Four items assess feelings of connection to the school environment and the task of learning. These items are:

- 1. I liked going to school (Reverse scored)
- 17. I learned things in class that will be important later in life (Reverse scored)
- 26. I thought about dropping out of school
- 44. My classes were interesting (Reverse scored)

Two additional items assess youths' efforts to succeed in school. They are:

- 23. I studied for my quizzes and tests (Reverse scored)
- 32. I got my homework completed and turned in on time (Reverse scored)

And three items assess youths' attitudes and connections to teachers and school staff:

- 8. I felt supported and respected by the adults at school (Reverse scored)
- 13. I could talk to an adult at school if I had a problem (Reverse scored)
- 42. My teachers cared about me (Reverse scored)

Other WARNS Items

The WARNS contains a number of other items important to risk and needs assessments. Most of these items have been found to be significant predictors of truancy, delinquency, and school drop-out (Hammond et al., 2007; Howell, 2003; Loeber & Farrington, 1998). These items

are organized by content domain on the WARNS Report. The items, with response options in parentheses, are presented below.

Demographics

- ◆ **Age** (12 through 20²)
- ◆ **Grade** (6 – 12)
- ◆ **Gender** (Female, Male)
- ◆ **Race/ethnicity** (American Indian/Alaska Native; African-American/Black; Asian; Hispanic/Latino; Pacific Islander; White/Caucasian; Other)

Family

- ◆ **Which adults do you currently live with?** (Mom, Dad, Step-mom, Step-dad, Grandmother, Grandfather, Other adult(s), No adult)
- ◆ **How many different homes have you lived in during the past 2 years?** (None (homeless), 1, 2, 3 - 5, 6 or more)
- ◆ **How many times have you been in foster care?** (none, 1, 2, 3 or more)
- ◆ **Did any of your sisters or brothers drop out of junior high or high school?** (Yes, No, I don't have any brothers or sisters)
- ◆ **How many times have you run away or been kicked out of your home for more than a day?** (0, 1, 2, 3 – 5, 6 or more)

School

- ◆ **How many different schools have you attended in the past 2 years?** (0, 1, 2, 3 – 5, 6 or more)
- ◆ **Have you ever been held back or not promoted to the next grade in school?** (Yes, No)
- ◆ **What were your most recent grades at school?** (Mostly A's and B's, Mostly B's and C's, Mostly C's and D's, Mostly D's and F's)
- ◆ **How far do you think you will go in school?** (Won't finish high school, GED, High school diploma, Associate's, Bachelor's, Master's, advanced degree)
- ◆ **In the past YEAR, how many times did you skip or cut class?** (Never, A few times all year, About once or twice a month, About once a week, More than once a week)
- ◆ **How many times in your life have you been suspended or expelled from school?** (0, 1, 2, 3-5, 6-10, 11 or more)

Criminal History

² Even though the WARNS was designed for 13 – 18 year-olds, it may be appropriate for slightly younger or older students depending upon the circumstances. However, the survey is not yet validated for use with students not yet in high school.

- ◆ **How many times have you been arrested or charged with a crime?** (0, 1, 2, 3 – 5, 6 or more)
- ◆ **How old were you the first time you were arrested or charged with a crime?** (10 – 20, not asked if never arrested or charged with a crime)
- ◆ **How many times have you spent at least one night in juvenile detention?** (0, 1, 2, 3 – 5, 6 or more)

Barriers to Attendance

Four items assess a student’s current experiences and may play an important role in truant behavior. These items are:

- ◆ **Do you have a learning disability (LD), a mental health problem, or a behavior disorder (like ADD/ADHD)?** (Yes, No)
- ◆ **How often do you babysit or provide care for someone during school hours?** (Never, Sometimes, Often)
- ◆ **Do you have any health problems that make you miss a lot of school?** (Yes, No)
- ◆ **How often do you have trouble getting a ride to school?** (Never, Sometimes, Often)

Trauma

- ◆ **Have your parents divorced or separated in the last year?** (Yes, No)
- ◆ **Have you ever seen anyone very badly hurt or killed in person (not on TV, video, or computer)?** (Yes, No)
- ◆ **Did anyone you felt close to die in the last year?** (Yes, No)

Finally, the WARNS includes a number of items that were not included in the six Needs scales. Some were included due to their general interest among stakeholders (e.g., experiences of being bullied, gang involvement), while others exist to determine if they can improve the reliability and validity of the Needs Scales.

These items include the following:

- | | |
|---|--|
| ◆ <i>Things in my home were stressful</i> | ◆ <i>I broke the rules at home, work, or school</i> |
| ◆ <i>I had little interest or pleasure in doing the things I usually like to do</i> | ◆ <i>I got into trouble at school (kicked out of class, disciplined, suspended)</i> |
| ◆ <i>Other kids at school picked on or bullied me.</i> | ◆ <i>I stayed out past my curfew or overnight somewhere without telling my parents</i> |
| ◆ <i>I smoked cigarettes</i> | ◆ <i>I did things that could have got me arrested</i> |
| ◆ <i>I hung out with gang members</i> | |

DEVELOPMENT, RELIABILITY, AND VALIDITY OF THE WARNS

Test reliability and validity information are essential and fundamental aspects of test construction. Ultimately, test score validity is said to refer to the degree to which the decisions based on test scores and the inferences on which the decisions are based, are justified by supporting evidence (Linn, 2005). Many forms of evidence contribute to a body of evidence to support the construct validity of test scores for a given purpose (Messick, 1989). We provide several pieces of evidence for the WARNS scores that are documented in the technical manual:

Summary of Test Reliability and Validation Evidence

Evidence demonstrates that the WARNS scores have strong reliability. The scores have:

- High internal consistency.
- A high degree of test-retest reliability.
- A high degree of inter-rater reliability.

Evidence demonstrates that:

- Test content in the WARNS is supported.
- The WARNS factor structure is supported.
- The WARNS items function similarly across major identified groups.
- Correlations with external variables reveal that WARNS scores are correlated as expected with other measures.
- The WARNS scores show expected differences in expected groups.

Major forms of reliability and validity evidence were provided to support the WARNS scores and inferences. However, exhaustive validity evidence is impossible to collect given (a) building validity evidence is an ongoing process, (b) an assessment program or assessment developer cannot foresee all uses of the scores, and (c) a test developer cannot predict every type of child that may be assessed. However, the evidence we do present provides a strong foundation for the use of the WARNS.

For detailed information on the WARNS reliability and validity evidence please consult the *WARNS Technical Manual*.

References

George, T.P. (2012) Washington Assessment of the Risks and Needs of Students (WARNS): User Manual.

Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). *Dropout Risk Factors and Exemplary Programs: A Technical report*. Clemson, S.C.: National Dropout Prevention Center, Clemson University, and Alexandria, VA: Communities in Schools, Inc.

Howell, J. C. (2003). *Preventing and reducing juvenile delinquency: A Comprehensive framework*. Thousand Oaks, CA: Sage.

Loeber, R., & Farrington, D. P. (Eds.) (1998), *Serious and violent juvenile offenders: Risk factors and successful interventions*. Thousand Oaks, CA: Sage.

Appendix A: WARNS User Agreement

Washington Assessment of the Risks and Needs of Students (WARNS)

USER AGREEMENT

Organization: _____

Address: _____

City: _____ **State:** _____ **ZIP:** _____

Purpose of use and population of youth:

Approximate # of surveys: _____ **Time period of administration(s):** _____

Administration method: **WARNS ONLINE** (choose option below): **PAPER**

Primary administrator of the WARNS:

Name: _____ **Job title:** _____

Email: _____ **Phone:** _____

Other administrators of the WARNS (not necessary if anonymous administration):

Name: _____ **Job title:** _____

Definitions

“Administer”: To read the answers given, discuss the answers with the Respondent, and interpret the results of the WARNS survey. To ensure all records are stored, retained, and destroyed in accordance with this Agreement and applicable laws.

“Assessment”: A series of questions designed to assist schools or courts in determining the risks and needs of the person or group of persons responding to the questions.

“Confidential Information”: Any combination of information that identifies and describes an individual, including Respondent’s name in conjunction with Social Security number, protected health information, protected school information, and financial account information.

“Content”: All questions, responses, instructions, notes, reports, and other information contained in both hard copy and online version(s) of the WARNS, the WARNS Report, and in the WARNS User Manual.

“Data”: The responses of the User and Respondent.

“Private Information”: Any information provided for the WARNS that is in relation to a Respondent’s private or family life, specifically answers to those questions described in the WARNS User Manual as “sensitive.”

“Respondent”: The youth who takes the WARNS survey.

“Sensitive Questions”: Those questions identified in the WARNS User Guide as “sensitive questions.”

“User”: The entity responsible for administering the WARNS survey to the Respondent.

“WARNS”: Acronym for Washington Assessment of the Risks and Needs of Students.

“WARNS Administrator”: A psychiatrist, psychologist, psychiatric advanced registered nurse practitioner, psychiatric nurse, a social worker, a school counselor with an Educational Staff Associate certificate, a person who has at least a Bachelor’s Degree in a relevant field and has worked with at-risk youth more than five years, or a person designated by a court to perform risk assessments of youths who are in the court system.

“Youth”: A person who has reached his or her 12th birthday, but is younger than 19 years of age.

Warranties to Washington State University

- a. By accepting the terms of this Agreement, User warrants that it possess the legal authority to enter into this Agreement.
- b. By accepting the terms of this Agreement, User is acknowledging responsibility for payment for use of this Agreement as an individual or as the legal representative of the entity.
- c. By accepting the terms of this Agreement, User warrants that it understands and agrees that Washington State University (WSU) in no way warrants or guarantees the services or deliverables provided under this Agreement and makes no warranties, express or implied, including, but not limited to, the warranty of merchantability or warranty of fitness for a particular purpose regarding the quality or accuracy of the same.

Permitted Use

User agrees that the best interest of the Respondent will take precedent at all times during the administration of WARNS and its subsequent interpretation. If the assessment is given to a group of students where the results are anonymous and not linked to a student, any teacher employed by the school district may distribute and collect the assessment. WARNS may only be administered and interpreted by a WARNS Administrator. WARNS will only be used as an assessment tool. If used by a school or other educational entity, WARNS may only be used to assess the educational, emotional, and social needs of the Respondent.

Prohibited Use

WARNS may not be used when considering or determining any punitive sanctions and may not be used for any other purpose except to assist the User with assessing a Respondent's, or a group of Respondents', needs and risks, without the signed consent of Washington State University. WARNS will not be used as a mental illness diagnostic tool nor will it be used as the sole source of information for determining intervention or treatment. WARNS shall not be used for classroom assignment or to place Respondent with a population of Respondents with similar results or scores.

Consent Agreement

The decision to take the WARNS assessment is voluntary, unless screening or assessment is included as part of a valid court order. When not ordered by the court, there must be written documentation signed by the Respondent and the guardian that demonstrates the Respondent and the guardian are aware that the decision to take the WARNS is voluntary and optional. A generic blanket consent form, signed by the student's legal guardian, may be evidence of parental consent only when WARNS is given to a large group of students where the results are anonymous and cannot be linked to a specific Respondent. The User must verify the blanket consent form has been signed by the Respondent and guardian prior to having the student take the WARNS, and the blanket consent form must have language that either specifically permits the taking of the WARNS or states that the parent or guardian consents to the child taking risk and needs assessments distributed by the school district. If the WARNS is given to an identified Respondent, the User will ensure that the Respondent and Respondent's legal guardians are aware that taking the WARNS is voluntary by using the attached consent forms. No changes will be made to the forms without prior approval from Washington State University (WSU) Contracts Manager. User agrees that the Respondent and the Respondent's parent or legal guardian shall review and sign the consent form prior to Respondent taking the WARNS assessment. A copy of the signed consent form shall remain either with the assessment results if results are retained or with other Respondent records. If either the Respondent or the Respondent's legal guardian refuses to sign the consent form, the WARNS will not be given to Respondent. Respondent may refuse to answer any question on the WARNS and any decision not to answer a question will be respected by the User. Respondent shall not be pressured in any manner to answer the WARNS questions. No Respondent will be rewarded in any manner for taking the WARNS nor shall any

Respondent be penalized in any manner for either refusing to take the WARNS or for refusing to answer some of the questions.

Confidentiality

User agrees to hold in confidence information received from Respondent. All content will be considered confidential. User recognizes the disclosure of confidential or private information may give rise to irreparable injury to Respondent and WSU, inadequately compensable in damages and that, accordingly, consents to WSU or Respondent obtaining injunctive relief as well as any other legal remedies which may be available. User understands that a breach of confidentiality may be grounds for immediate removal from use of WARNS and termination of this User Agreement.

Required Reporting of Physical and Sexual Abuse

User has reviewed and understands the laws surrounding the reporting of sexual or physical abuse to law enforcement. User will comply with any and all these rules, requirements, and laws and will report to law enforcement any suspected abuse based on a Respondent's answers.

Indemnification

User agrees to defend, indemnify, and hold harmless WSU, its employees, and the State of Washington from all loss, risk of loss, and damages (including expenses, costs, and attorney fees) sustained or incurred because of, or by reason of, any claims, demands, suits, actions, judgments, or executions for damages of any and every kind and by whomever and whenever made or obtained, allegedly caused by, arising out of, or relating in any manner to any use made of the information or data obtained under this Agreement.

Ownership

All data is co-owned by the User and WSU. WSU reserves the right to use the data for any and all research purposes without consent from the User. No reports, publications, materials, etc., produced by WSU will contain identifying information of WARNS Respondents without the signed consent of the Respondent. Users may request a data file from WSU with all the information supplied by the Users and Respondents, with the exception of answers to the Sensitive Questions. Under no circumstances will any private information be released by WSU unless required by law or court order. If Intellectual Property is developed under this Agreement, ownership of any and all such Intellectual Property reverts to WSU. User agrees not to use the name or other trademark of WARNS or WSU in any publicity, advertising, or news release without prior written approval of an authorized representative of WSU.

General Terms and Conditions

- a. **Conflict of Authority** - If any provision of this Agreement shall be deemed in conflict with any statute or rule of law, such provision shall be deemed modified to conform to statute or rule of law.
- b. **Governing Law** - This Agreement shall be governed in all respects by the laws and statutes of the State of Washington. The jurisdiction for any action hereunder shall be the Superior Court for the State of Washington. The venue of any action hereunder shall be in the Superior Court for Whitman County, Washington.

c. **Records Maintenance** – User agrees to retain all books, records, documents, signed consent forms, and other materials relevant to this Agreement, including records of all Respondents who take the WARNS, for six years after termination of this Agreement and make them available at all reasonable times to inspection, review, or audit by personnel authorized by WSU and other officials so authorized by law. The User further agrees that WSU shall have the right, at any time, to monitor, audit, and/or review the activities and policies of the User in order to assure compliance with this Agreement.

d. **Severability** - If any term, condition, or application of this Agreement is held invalid, such invalidity shall not affect any other terms, conditions, or applications of this Agreement which can be given effect without the invalid term, condition, or application; to this end the terms and conditions of this Agreement are declared severable.

e. **Waiver/Modification** - Any failure of WSU to enforce any provision of this Agreement shall not constitute a waiver of any rights under such provision or any other provisions under this Agreement.

f. **Assignment** - The User cannot assign or transfer this Agreement to any other entity or person.

g. **Entire Agreement** - This Agreement sets forth the entire agreement between User and WSU regarding WARNS and supersedes all previous discussions and agreements. Understanding, representations, or warranties not contained in this Agreement shall not be binding on either party.

h. **Termination** - The provisions of this Agreement shall survive the termination of the use of WARNS.

Authority

The individual signing this Agreement on behalf of the User represents and warrants that he or she has the power and authority to bind the User, and that no further action, resolution, or approval from the User is necessary to enter into this Agreement.

Signature

Printed Name

Title

Date

Appendix B: Parent Consent Form

An Invitation for Supplementary Information from your Child

We would like to invite your child to complete a short series of confidential questions about past and current experiences in his or her life. This supplementary information will help staff at your child's school or agency better understand their situation and point of view. This information also helps us provide them with the most appropriate programs to promote their social, emotional, and educational development.

Your child may find it interesting to provide this information. The process may help them think about the things that are bothering them or habits that they have that they want to consider changing. The information provides them an opportunity for self-reflection.

If you and your child decide to accept this invitation, your child will be asked to complete a set of questions that take approximately 15 to 20 minutes. If any questions cause discomfort or embarrassment or your child feels upset they can speak with the person from the school or agency. We are here to support you and your child. Please remember that your child's answers are safe and confidential. Thank you for considering this invitation for supplementary information. This will allow us to better assist and support your child.

I agree _____ do not agree _____ to have my child take the survey.

Parent or Guardian's signature: _____ Date: _____

Your child's name: _____

Questions or Concerns? Please contact someone at your school or agency. Ask your child's teacher or counselor.

Appendix C: Student Consent Form

An Invitation for Supplementary Information

We would like to invite you to provide us with additional information to help us understand your experiences in and out of school. This information will allow us to better help you.

If you say yes to our invite, you will be asked to complete a series of confidential questions taking about 15 to 20 minutes. The questions will ask about your life experiences in school and at home.

You may find this experience interesting. It may help you think about the things that are bugging you or habits or things that you do not like and want to change. Your answers may also help your teacher or counselor understand you better and find programs to help you. If you feel upset or bad after the survey, please do talk to the person with you. And remember, your answers are safe with the school or agency.

Thank you for considering this invitation for supplementary information. This will allow us to better assist and support you.

Student's signature: _____ Date: _____

Questions or Concerns? Please contact someone at your school or agency. Ask your teacher or counselor.

APPENDIX 9

Full Flexibility Waivers

For the Destiny Achievers Academy of Excellence Flexibility Waivers

Under O.C.G.A. §20-2-80 and SBOE Rule 160-5-1-.33, the Destiny Achievers Academy of Excellence is seeking flexibility for its school from the following state statutes and associated rules in exchange for greater accountability (as outlined in the Charter School Petition) over the life of a five-year contract which allows for five years of flexibility between the DAAOE Governance Board and the DeKalb County School District Board of Education and the Georgia State Board of Education, except as prohibited in O.C.G.A. § 20-2-82(e).

Academic Program Flexibility:

- **Graduation Requirements** for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level and/or enter the workforce: (SBOE Rule 160—4-2-.48 and 160-4-2-.47) related to seat time requirements for earning Carnegie Unit credit.
- **Middle School Program Criteria:** (O.C.G.A. §20-2-290) related to time requirements and delivery models.
- **Early Intervention Program:** (O.C.G.A. §20-2-153) related to staffing, class size, and program delivery/time requirements/models.
- **Remedial Education Program:** (O.C.G.A. §20-2-154) related to staffing, class size, and program delivery/time requirements/models.
- **Language Assistance:** Program for Limited English Proficient (LEP) Students; O.C.G.A. §20-2-156) related to staffing, class size, and program delivery/time requirements/models.
- **Education Program for Gifted Students:** (SBOE Rule 160-4-2-.38) related to staffing, class size, and program delivery/time requirements/models.
- **School Day and School Year for Students and Employees:** (O.C.G.A. §20-2-151, O.C.G.A. §20-2-160(a), O.C.G.A. §20-2-165 [except to the extent it relates to funding], O.C.G.A. §20-2-168(c)) related to requirements for minutes of instruction at each level, scheduling, and staffing.
- **Comprehensive Health and Physical Education Program** except as prohibited by (O.C.G.A. §20-2-82(e): (SBOE Rule 160-4-2-.12) related to scheduling and minutes of instruction.
- **Promotion and Retention:** (O.C.G.A. §20-2-283) related to the protocol for decision making while preserving due process rights.

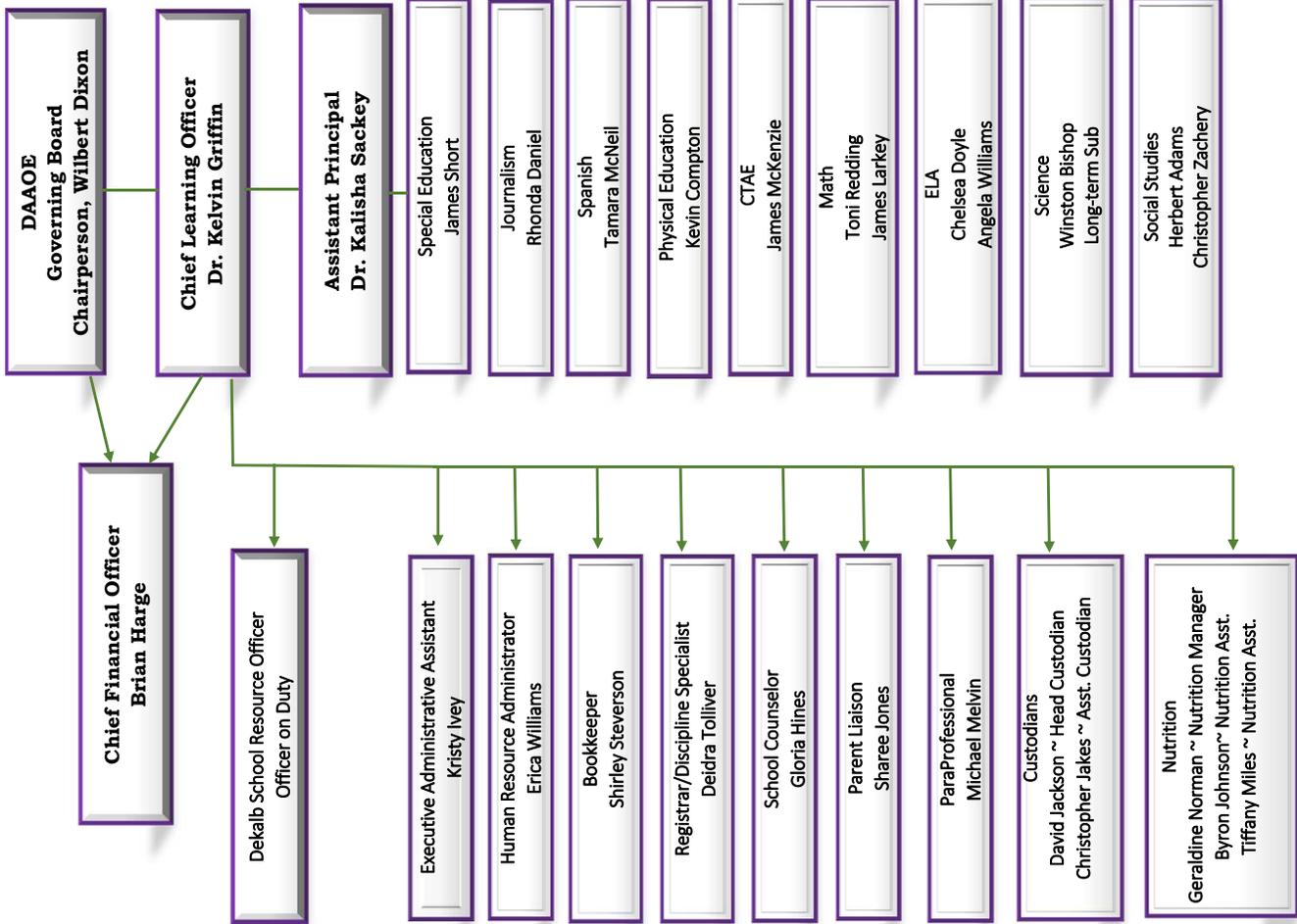
Human Resources Flexibility:

- **Class size/Staffing:** (O.C.G.A. §20-2-182) related to class size, staffing allotments, and utilization.
- **Personnel Required:** (SBOE Rule 160-5-1-.22)
- **Certification Requirements:** (O.C.G.A. §20-2-200, O.C.G.A. §20-2-204) related to certification of professional personnel.
- **Salary Schedule:** (O.C.G.A. §20-2-212)

APPENDIX 10

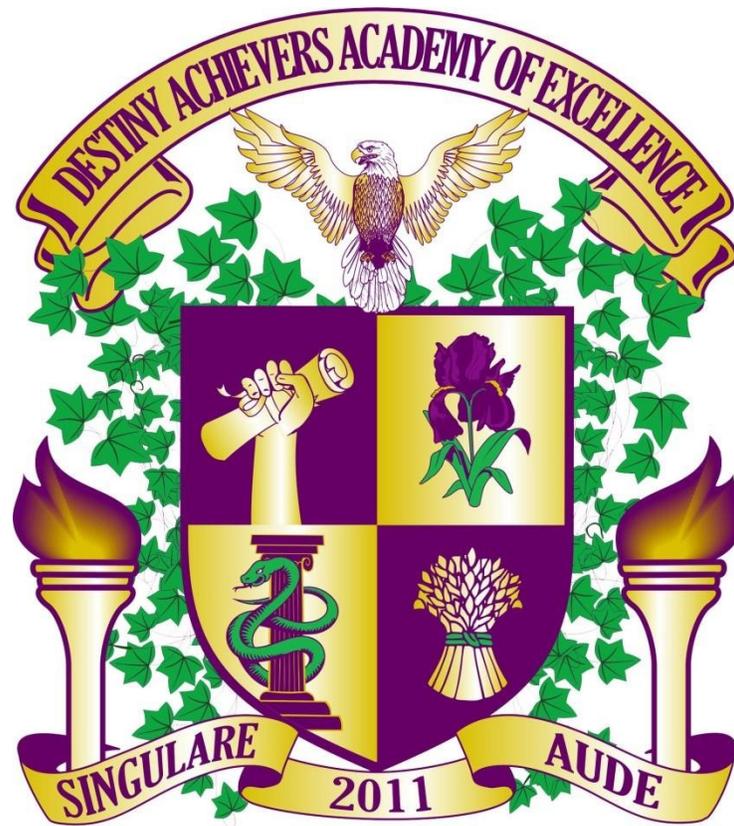
DAAOE Organization Chart

Destiny Achievers Academy of Excellence Organization Chart



APPENDIX 11

DAAOE Financial Policies



FINANCIAL OPERATIONS POLICIES VERSION 2.0

Destiny Achievers Academy of Excellence

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Destiny Achievers Academy of Excellence

ANNUAL OPERATING BUDGET POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Budget Process

SECTION 1.1. The Chairman of the Board will ensure that DESTINY ACHIEVERS ACADEMY OF EXCELLENCE follows a budgeting process that is consistent with the requirements of federal and Georgia statutes, State Board of Education Rules and Regulations and any other applicable laws or rules.

SECTION 1.2. The Chief Financial Officer is responsible for the preparation of the annual budget.

SECTION 1.3. Needs Analysis. Each year before the annual operating budget is drafted the Principal shall ensure that a needs assessment of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, is drafted and finalized by a budget committee consisting of the CFO, and other individuals as designated by the board. The needs assessment shall inform the drafting of the annual budget.

SECTION 1.4. Adoption. The Board shall formally adopt the budget in two open meetings held in accordance with the Board's bylaws before the fiscal year begins and before the expenditure of any funds.

SECTION 1.5. Minutes. The Secretary of the Board will record the adoption of the budget and any amendments in the Board meeting minutes in which the adoption occurs.

SECTION 1.6. Post-Adoption. After the adoption of the budget the Principal and the CFO shall review actual fund disbursements compared to the adopted budget and make amendments as needed. This shall occur soon after actual student enrollment is determined. All changes will be submitted to the Board with an explanation.

SECTION 2. Fiscal Compliance

The Chief Financial Officer or Principal shall ensure that DESTINY ACHIEVERS ACADEMY OF EXCELLENCE complies with all state and federal laws and rules concerning the budget and related processes of the school.

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BANK PROCEDURES POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Bank Accounts

SECTION 1.1. The Principal and Board Chair of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE has the authority to open a business checking account and a business operating account(s) on behalf of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE to be used to hold the school's assets.

SECTION 1.2 The Principal has the authority to enter into an agreement with a bank or other Federally insured financial institution once the Board has adopted a formal resolution at a board meeting held in accordance with its bylaws designating the bank for the school to use for its financial transactions. Once the resolution has been adopted, the Principal has the authority to enter into an agreement with the selected financial institution. This agreement should be signed by Principal and Board Chair.

SECTION 2. Checks

SECTION 2.1. Any authorized check drafted on the school's designated bank account over \$(5,000) shall require two signers from the Board. The following officers are authorized to sign checks from the bank account on behalf of the school: (Principal and Chair) Each check must be completed in its entirety before it is signed by either party.

SECTION 2.2. Checks Received. Checks received shall be endorsed "for deposit only".

SECTION 2.3. Check Requests. Services or products rendered, reimbursement requests with original receipts, or mileage reimbursements may receive payment with a check. A check request form must be completed by the requestor and approved with a signature by the Principal or CFO. The check request form shall contain the name of the payee, the date the check is requested to be written, the amount of the check, a brief description for the issuance of the check, and the funding source that will be drawn from. The check request shall then be submitted to the

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Business Manager or Admin Assistant for processing. All check request forms shall be maintained by the Business Manager.

SECTION 2.4 Checks payable to cash for any reason are prohibited.

MAIL PROCEDURES POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 3. Mail Procedures

SECTION 3.1. A non-accounting staff person should receive the mail, open it and list all checks on a daily collection report or in a pre-numbered receipt book. This report or receipt should identify the date, name of organization or person submitting payment, amount of payment and description of what the payment is for.

SECTION 3.2. An accounting staff member should receive the checks and daily collection report or receipt book from the person opening the mail.

SECTION 4. Bank Reconciliations

SECTION 4.1 There will be segregation of duties between individuals responsible for cash receipts and cash disbursement and the individual(s) responsible for bank reconciliations.

SECTION 4.2 The bookkeeper or designee is responsible for bank reconciliations a minimum of once monthly. Bank statements should be delivered to the bookkeeper unopened. Each bank statement, assets, and liabilities shall be reconciled to both the checkbook and the general ledger.

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SECTION 5. CREDIT CARD PROCEDURES

It is the policy of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE that all credit card transactions and authorizations shall be restricted to the principal, and/or designated school administrator (limited to the assistant principal, and Chairman of the Board only). These persons are to be approved by the Board prior to credit card issuance, as they are obliged to have a moral and financial responsibility to conduct proper business on behalf of the school in compliance with the business operations as it relates to the school and its charter

All credit card purchases shall only be used for school business expenditures only. It may not be used for personal purchases and/or cash transactions. Each charge against the credit card(s) must be accompanied with the original receipt from the merchant or a lost receipt form at the time the authorized user returns the credit card to the Business Manager. No payments will be made by the business office on behalf of an authorized user without a receipt or a lost receipt form with expense details. The authorized user is held responsible for any interest or penalty accrued due to late filing or lack of proper documentation. All credit card transactions and its respective expense report shall reflect transactions that occur during the school's operating hours. Transactions by unauthorized users or transactions that occur before or after the school's operating hours are prohibited and ineligible for repayment by the school's business office until the transaction(s) in question have been acknowledged by the Board for approval. The Board must also grant approval for credit card transactions greater than \$1,000. Credit card transactions \geq \$2,500 are strictly prohibited. The credit card limit for any card shall not exceed \$7,500. Collectively, the credit card expenses shall not exceed \$22,500 each fiscal year. Proper safeguards and storage of the credit card(s) must be maintained with the highest level of security. All credit cards will be under the custody of the Business Manager and will only be released to authorized users after the authorized user has properly signed out the card with a date and time that the credit card will be returned back to the custody of the Business Manager. If the credit card(s) is lost, stolen, and/or its safety and security has been compromised, it must be immediately reported to the Board and the school's business office with the last recorded purchase date, time, and purchase details within 24 hours of the offense. All credit card misuse, and disputes must be acknowledged by the board as well as any respective disciplinary action(s). Violation to this policy will be internally investigated by a non-involved administrator and may result in the revocation of the credit card and rights to future usage, full repayment of purchase(s) in question including credit card fees that may have occurred during the investigation, and/or

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disciplinary actions including, but not limited to written documentation, leave with or without pay, and/or termination.

SECTION 6. TRANSFER OF INFORMATION

If the individual serving as the Principal ends his or her term with the Board/employment with the school or is terminated by the school or otherwise removed from his or her duties, he or she shall immediately give the school management all necessary passwords and other related information. The school will change the passwords and other security information once the individual ends his or her employment with the school.

CASH MANAGEMENT POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Accounting for Cash Transactions

SECTION 1.1. Documentation. All cash transactions shall be recorded in writing, such as by handwritten receipt detailing from whom the money and in what amount, which shall be signed and dated by the Principal or his or her designee who has the authority to receive cash on behalf of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE.

SECTION 1.2. Depositing Cash. The Business Manager shall be responsible for depositing cash in DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's bank account. The Executive Director will only be responsible for depositing the cash into the bank account, and will be segregated from the duty of receiving the cash on behalf of the school. Deposits shall be made weekly at a minimum. All undeposited cash shall be kept in a secured location on school premises with limited access. A copy of the validated deposit slip shall be returned to the school on same day the deposit is made or the next day after the deposit is made.

SECTION 1.3. Expenditures. All expenditures of school funds, including cash expenditures, shall be accompanied by an purchase order and documented and accounted for by daily receipts. As

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a general rule, cash will not be used to make purchases except from petty cash, as described below. School checks shall not be made payable to "Cash".

SECTION 1.4 Segregation of Duties. The CFO DESTINY ACHIEVERS ACADEMY OF EXCELLENCE shall ensure that appropriate segregation of duties exists with regard to the handling of all money transactions including reconciliation.

SECTION 1.5 Petty Cash. Petty cash shall be maintained in a locked box in the school's safe in an amount not to exceed \$ 500 . All disbursements from petty cash shall be documented in writing, indicating the date, amount disbursed, the identity of the individual receiving the funds, and the reason for the disbursement. Receipts from purchases made with petty cash shall be remitted to the Business Manager's office as soon as practicable. Petty cash funds shall not be used to cash checks.

SCHOOL ACCOUNTING SYSTEM POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Fiscal Year

The DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts a fiscal year that begins on July 1 and ends June 30 of the following year.

SECTION 2. Financial Accounting

The DESTINY ACHIEVERS ACADEMY OF EXCELLENCE fully complies with generally accepted accounting principles (GAAP) and any other applicable state and federal standards for financial management systems.

SECTION 2.1 Accounting records. The school shall maintain records that adequately identify the source and application of funds. These records must contain information pertaining to grant or sub-grant awards and authorizations, obligations, unobligated balances, assets, liabilities, outlays or expenditures, and income.

SECTION 2.2 Internal controls. The school shall maintain effective control and accountability of all state and local funds, federal grant and sub-grant cash, real and personal property, and other

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assets obtained with local, state or federal funds. The school shall adequately safeguard all such property and assure that it is used solely for authorized purposes.

SECTION 2.3 Source documentation. Accounting records must be supported by such source documentation as cancelled checks, paid bills, payrolls, time and attendance records, contract and subgrant award documents, etc.

SECTION 2.4 Budget control. The school shall compare actual expenditures or outlays of state or federal funds with budget amounts for each fund, grant or subgrant. Financial information must be related to performance or productivity data, including the development of unit cost information whenever appropriate or specifically required in the grant or subgrant agreement. Applicable federal cost principles, agency program regulations, and the terms of grant and subgrant agreements will be followed in determining the reasonableness, allowability, and allowability of costs.

SECTION 2.5 Account Code Structure

All charter schools must use the account code structure as described in the Georgia Department of Education's Chart of Accounts.

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POLICY REGARDING AUDIT AND FINANCIAL STATEMENTS

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Annual Audit.

SECTION 1.1. Annual Audit. Annually, the Chair of the Board shall ensure the engagement of a certified public accountant (CPA) to audit the financial and programmatic operations of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. The Board shall select and contract only with Georgia licensed CPAs. The Board shall ensure that the school provides timely assistance to the auditors in order to provide them with the necessary information for the audit.

SECTION 1.2. Board Action

Once the Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE receives the final report, it must vote to accept the contents of the audit at either its next regularly called meeting or at a special meeting called in accordance with the Board's bylaws.

SECTION 1.3. Submission to Authorizers. The Principal or Business Manager shall ensure that a copy of the annual audit report is timely filed with the LEA. The audit report should include a certificate signed by the Chair of the Board that the Board voted to accept the contents of the audit. If the Board did not accept the contents of the audit report, that should be noted with the submission.

SECTION 2. Annual Financial Statement. The Principal shall prepare, or cause to be prepared, an annual financial statement for each fund subject to the authority of the Board during the fiscal year showing:

- a. the total receipts of the fund, itemized by source of revenue, including taxes, assessments, service charges, grants of state money, gifts, or other general sources from which funds are derived;
- b. the total disbursements of the fund, itemized by the nature of the expenditure; and c. the balance in the fund at the close of the fiscal year.

SECTION 2.1 The Principal shall ensure that the annual financial statement is submitted to all authorizers in a timely manner pursuant to deadlines.

CONFLICT OF INTEREST POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Definitions

"Board Members" means individuals serving on the governing board of directors of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE;

"Board Chair" means the individual serving on the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's governing board who has been appointed to serve as the chair; and

(c) "Key Personnel" means individuals serving in a management capacity

SECTION 2. Policy Statement Board Members must demonstrate unconflicted loyalty to the interests of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE). All Board Members and

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Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and DESTINY ACHIEVERS ACADEMY OF EXCELLENCE and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or should know, have resulted or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Questionnaire. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this Policy.

C. Avoiding Potential or Actual Conflicts

In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's Board Directors following full disclosure by the affected Board Member or Key Personnel:

No Board Member or Key Personnel or member of his/her family shall accept, except on behalf of the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, any money or valuable thing because of any purchase, sale, investment or loan made by or for the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, nor shall any person have any pecuniary interest in any such purchase, sale, investment or loan.

No Board Member or Key Personnel or member of his/her family shall obtain any loan from the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE nor, without the consent of the Board Member, hold or acquire a financial interest in any enterprise which is in competition with the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE or which to the knowledge of the individual has any business relationship with the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE as a vendor, or which to the knowledge of the individual has any outstanding loan from the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE or is negotiating any such loan.

No Board Member or Key Personnel or member of his/her family shall accept gifts, gratuities, favors or services of any kind from any person, firm or corporation doing business or seeking to do business with the DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, under circumstances in which it might be inferred that the donor's purpose was to influence the individual in the performance of his/her duties.

However, a gift may be accepted under the following circumstances:

The gift has no more than a token value; and
It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.

No Board Member or Key Personnel or any member of his/her family, shall divulge to others confidential DESTINY ACHIEVERS ACADEMY OF EXCELLENCE information, or use such information for personal profit.

No Board Member or Key Personnel or any member of his/her family shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE duties or responsibilities, without full disclosure thereof to the Board Members.

Board Members must not use their positions to obtain employment or special considerations at

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DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, or agencies with whom DESTINY ACHIEVERS ACADEMY OF EXCELLENCE has formal contracts, for themselves, family members or close associates. If a Board Member desires employment at DESTINY ACHIEVERS ACADEMY OF EXCELLENCE, he or she must first resign from his or her duties as a Board Member.

There will be no self-dealing or any conduct of private business or personal services between any Board Member and DESTINY ACHIEVERS ACADEMY OF EXCELLENCE. The Board may resolve to allow for business arrangements which meet established procedures for openness, competitive opportunity and equal access to inside information.

No Board Member or Key Personnel or any member of his/her family shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE.

D. Conflict of Interest Annual Questionnaire

Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Questionnaire to the Board Chair or his or her designee within thirty (30) days of receipt. The Board Chair will note receipt of the Questionnaires in the minutes of the board meeting, and will take whatever action he or she deems appropriate to resolve such potential or actual conflicts of interest as disclosed on the Questionnaire.

E. Effective Date.

This policy shall become effective upon its adoption to all Board Members and Key Personnel. All new Board Members and Key Personnel shall complete the Questionnaire upon assumption of their responsibilities.

F. Confidentiality

Any information disclosed in the Questionnaire shall be confidential and used only for purposes of enforcing this Policy.

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CONFLICTS OF INTEREST QUESTIONNAIRE

This questionnaire has been prepared in accordance with DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's Policy Statement on Conflicts of Interest, and is to be completed by DESTINY ACHIEVERS ACADEMY OF EXCELLENCE's Board Members and any Key Personnel of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE as deemed necessary.

It is expected that when a potential for, or an actual conflict of interest exists, the affected individual will disclose it immediately to the board chair and refrain from participating, discussing and/or voting on that issue.

Please read the statements below and check your appropriate response, including explanations, where applicable. Please date, sign and return to the form to the board chair, or his or her designee, within thirty (30) days of receipt.

I have examined my personal situation as directed in the Statement of Policy on Conflicts of Interest and find that I have:

- No area of potential or actual conflicts of interest.
- No area of potential or actual conflicts of interest except as follows:

Signed:

(Print or type title)

Date:

Destiny Achievers Academy of Excellence

PAYROLL POLICY

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1.1. Accurate & Timely Payroll. The Business Manager shall ensure that school employees are paid accurately and timely in accordance with applicable laws and rules.

SECTION 1.2. School employees shall be paid:

- a. In United States currency;
- b. By a written instrument (e.g. check) issued by the employer that is negotiable on demand at full face value for United State currency; or
- c. By the electronic transfer of funds to the employee's bank pursuant to a direct deposit agreement signed by the employee.

SECTION 2. Paydays.

- a. Exempt Employees. The paydays for exempt employees shall be on (the 15th & last day of month).
- b. Non-exempt Employees. The paydays for non-exempt employees shall be on (15th & last day of month).

SECTION 3. Withholding of Wages. The Business Manager shall ensure that the wages of school employees are not withheld except in the following situations as permitted by applicable laws and rules.

- a. The school is ordered to do so by a court of competent jurisdiction;
- b. The is authorized to do so by state or federal law; or
- c. The school has written authorization from the employee to deduct part of the wages for a lawful purpose.

SECTION 4. Teachers Retirement System. Unless otherwise allowable by law, all teachers at DESTINY ACHIEVERS ACADEMY OF EXCELLENCE shall be members of the Georgia Teachers Retirement System and subject to its requirements. The Business Manager will ensure that the school complies with all requirements of the Georgia Teachers Retirement System, including making any required contributions.

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POLICY REGARDING CAPITAL ASSETS ACCOUNTING

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

Section 1.1. Definition of Capital Asset. A capital asset is an asset that is tangible in nature; has a life that exceeds one year; of significant value (\$5,000 per unit or a lower amount designated by the board of directors); and reasonably identified and controlled through a physical inventory system. Examples include: land, buildings, machinery, and furniture.

SECTION 1.2. Documentation. The CFO shall ensure that DESTINY ACHIEVERS ACADEMY OF EXCELLENCE maintains accurate records of capital assets in accordance with applicable rules.

SECTION 1.3. Inventory. The CFO will ensure that a physical inventory of capital assets takes place once every year.

SECTION 1.4. Annual Audit. The annual financial audit required by O.C.G.A. 20-2-2065 (b)(7), shall include an exhibit in the audit report identifying all capital assets and the ownership interest of local, state, and federal parties.

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POLICY STATEMENT REGARDING INVESTMENT OF STATE FUNDS

The Board of DESTINY ACHIEVERS ACADEMY OF EXCELLENCE adopts the following policy which shall be effective on the date that the policy is adopted by the Board.

SECTION 1. Investment Policy. The CFO shall ensure that any investment of state funds is done in accordance with applicable state law and rules, including the Financial Manual for Local Units of Administration. The investment of state funds shall be made with judgment and care and not for speculation, but for investment, considering the probable safety of capital and the probable derived income.

SECTION 1.1. Investment of state funds shall be governed by the following objectives, in order of priority (1) preservation and safety of principal; (2) Liquidity; and (3) Yield.

SECTION 2. Investment Management Firm and/or Officer

The Board may determine that it is necessary to contract with an investment management firm that is registered under the appropriate governmental entities to provide for the investment and management of the funds. Such a contract shall not exceed two years.

SECTION 3. Discrete Maintenance of Records.

The Executive Director shall ensure that all investments will be maintained in a discrete, charter investment account, separate from any other of accounts.

APPENDIX 12

DAAOE Annual Audit Reports

Destiny Achievers Academy of Excellence



**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

FOR THE FISCAL YEAR ENDED JUNE 30, 2012

WITH INDEPENDENT AUDITORS REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

Destiny Achievers Academy of Excellence
Ellenwood, GA
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To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the accompanying statement of financial position of Destiny Achievers Academy of Excellence (a nonprofit organization) as of fiscal year ended June 30, 2012 and the related statements of activities, functional expenses, changes in net assets and cash flows for the year then ended. These financial statements are the responsibility of Leadership Preparatory Academy's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Governmental Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatements. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Destiny Achievers Academy of Excellence as of June 30, 2012 and the changes in its net assets and its cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated September 26, 2012 on our consideration of Destiny Achievers Academy of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing results of our audit.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

September 26, 2012

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FINANCIAL POSITION
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

ASSETS	
CURRENT ASSETS	<u>2012</u>
Cash and cash equivalents	\$ 36,797
TOTAL CURRENT ASSETS	<u>36,797</u>
FIXED ASSETS	
Furniture and Fixtures	4,040
Computers	16,373
Accumulated Depreciation	<u>(4,083)</u>
TOTAL FIXED ASSETS	<u>16,330</u>
TOTAL ASSETS	<u><u>\$ 53,127</u></u>
LIABILITIES AND NET ASSETS	
LIABILITIES	
CURRENT LIABILITIES	
Accrued Liabilities	\$ 27,440
TOTAL CURRENT LIABILITIES	<u>27,440</u>
TOTAL LIABILITIES	<u>27,440</u>
NET ASSETS	
Unrestricted	<u>25,687</u>
TOTAL NET ASSETS	<u>25,687</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 53,127</u></u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

	<u>2012</u>
PUBLIC SUPPORT AND REVENUE	
State Grants (Schedule 2)	\$ 1,125,531
Federal Grants (Schedule 1)	125,731
Direct Public Support	<u>25,674</u>
TOTAL PUBLIC SUPPORT AND REVENUE	<u>1,276,936</u>
 EXPENSES	
PROGRAM SERVICES	
QBE	876,987
TITLE I	28,499
Facilities	64,490
Implementation	<u>151,090</u>
TOTAL PROGRAM SERVICES	<u>1,121,066</u>
SUPPORT SERVICES	
Management and General	<u>130,419</u>
TOTAL SUPPORT SERVICES	<u>130,419</u>
TOTAL EXPENSES	<u>1,251,485</u>
 CHANGE IN NET ASSETS	 25,451
NET ASSETS, BEGINNING OF YEAR	<u>236</u>
NET ASSETS, END OF YEAR	<u>\$ 25,687</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

	Program Services				Supporting Services	Total All Services
	QBE	TITLE I	Facilities	Implementation	Management & General	
Salaries and Taxes	\$ 764,389	\$ 26,949	\$ 9,102	\$ -	\$ 65,239	\$ 865,679
Educational Materials	6,014	-	-	129,184	-	135,198
Professional and Legal	-	-	-	-	8,175	8,175
Bank Charges	1,838	-	-	-	3,473	5,311
Outside Services	8,092	-	-	-	6,687	14,779
Staff Development	15,615	800	-	3,300	2,385	22,100
Computer and Internet Expenses	-	-	-	369	2,318	2,687
Transportation Expenses	9,797	-	-	-	-	9,797
Food Services	16,027	-	-	-	-	16,027
Repairs and Maintenance	10,971	-	-	5,202	7,970	24,143
Security	4,369	-	-	-	1,007	5,376
Utilities	8,548	-	-	-	6,780	15,328
Postage and Shipping	504	-	-	-	369	873
Auto Expenses	-	-	-	-	4,712	4,712
Telephone Expenses	5,800	-	-	-	1,388	7,188
Insurance	8,144	-	-	-	9,853	17,997
Conferences and Meetings	1,573	-	-	-	1,897	3,470
Student Activities	10,251	750	-	12,437	-	23,438
Advertising	-	-	-	598	-	598
Facilities and Equipment	-	-	55,388	-	-	55,388
Travel and Meetings	-	-	-	-	2,516	2,516
Depreciation	-	-	-	-	4,083	4,083
Miscellaneous	5,055	-	-	-	1,567	6,622
TOTAL FUNCTIONAL EXPENSES	\$ 876,987	\$ 28,499	\$ 64,490	\$ 151,090	\$ 130,419	\$1,251,485

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

	<u>Unrestricted</u>	<u>Total</u>
Net Assets, July 1, 2011	\$ 236	\$ 236
Change in Net Assets	<u>25,451</u>	<u>25,451</u>
Net Assets, June 30, 2012	<u>\$ 25,687</u>	<u>\$ 25,687</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CASH FLOWS
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

CASH FLOWS FROM OPERATING ACTIVITIES:	<u>2012</u>
Change in Net Assets	\$ 25,451
ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:	
Depreciation	4,083
Increase/Decrease in Accrued Payroll Liabilities	<u>27,440</u>
TOTAL ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:	<u>31,523</u>
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>56,974</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Furniture and Equipment	<u>(20,413)</u>
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	<u>(20,413)</u>
NET INCREASE/DECREASE IN CASH AND CASH EQUIVALENTS	36,561
CASH AND CASH EQUIVALENTS, Beginning of year	<u>236</u>
CASH AND CASH EQUIVALENTS, End of year	<u>\$ 36,797</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES

The purpose of Destiny Achievers Academy of Excellence (the "Organization") is to provide students with the highest level of academic opportunity by consistently promoting high standards and high expectations in a challenging and supportive environment.

The following accounting policies are presented to assist the reader in understanding the Organization's Financial statements:

Revenues and Expenses

The Organization uses the accrual basis of accounting. Revenues from state and private grants are recognized when earned, and expenses are recognized when incurred. Unconditional pledges of cash and other assets are recognized as revenues when the pledges are made.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) in its Accounting Standards Codification (ASC) 958 (formerly SFAS No. 117). Under FASB ASC 958 the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction is met in the year of receipt.

Allocation of Expenses

The costs of providing the Organization's programs and other activities have been summarized on a functional basis in the Statement of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Property and Equipment

Property and Equipment is stated at cost. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which range from three to ten years.

Cash and Cash Equivalents

For purposes of reporting cash flows, the Organization considers demand deposits and all unrestricted highly liquid investments with an original maturity of three months or less which can be readily converted to cash on demand, without penalty, to be cash equivalents.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Income Taxes

The organization is a not-for-profit organization that is exempt from income taxes under Section 501(c) (3) of the Internal Revenue Code and classified by the Internal Revenue Service as a public charity.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, support and expenses during the reporting period. Actual results could differ from these estimates.

NOTE 2 - STATE GRANT FUNDING

During the year ended June 30, 2012, the Organization received funding under a grant from the State of Georgia QBE for a total of \$1,125,531.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Fiscal Year Award Amount	Revenue Recognized	Expenses
MAJOR PROGRAMS					
Georgia Department of Education					
Title I	84.010	DeKalb County Schools	\$ 35,100	\$ 22,172	\$ 28,499
Title II	84.010	DeKalb County Schools	\$ 5,000	\$ -	\$ -
Implementation	84.282	Georgia State Board of Education	\$ 575,000	\$ 103,559	\$ 151,090
Total Major Programs			<u>\$ 615,100</u>	<u>\$ 125,731</u>	<u>\$ 151,090</u>

See Independent Auditors' Report and Notes to Financial Statements.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization) as of the fiscal year ended June 30, 2012, and have issued our report thereon dated September 26, 2012. We have conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Destiny Achievers Academy of Excellence's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the natural course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (CONT'D)**

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Destiny Achievers Academy of Excellence's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreement, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, others within the entity and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

September 26, 2012

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

State Grantor	<u>Award Amount</u>	<u>Revenue Recognized</u>	<u>Expenses</u>
State Awards			
State of Georgia QBE	<u>1,125,531</u>	<u>1,125,531</u>	<u>876,987</u>
Total State Awards	<u>\$ 1,125,531</u>	<u>\$ 1,125,531</u>	<u>\$ 876,987</u>

See Independent Auditors' Report and Notes to Financial Statements.

Destiny Achievers Academy of Excellence



**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

FOR THE FISCAL YEARS ENDED JUNE 30, 2013 AND 2012

WITH INDEPENDENT AUDITORS REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

Destiny Achievers Academy of Excellence
Ellenwood, GA
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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Destiny Achievers Academy of Excellence

Report on the Financial Statements

We have audited the accompanying financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization), which comprise the statements of financial position as of June 30, 2013 and 2012, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Destiny Achievers Academy of Excellence as of June 30, 2013 and 2012, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

INDEPENDENT AUDITOR'S REPORT (CONT'D)

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2013, on our consideration of Destiny Achievers Academy of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Destiny Achievers Academy of Excellence's internal control over financial reporting and compliance.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

Decatur, GA 30030
November 22, 2013

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF FINANCIAL POSITION
FOR THE FISCAL YEARS ENDED JUNE 30, 2013 AND 2012

ASSETS

CURRENT ASSETS	<u>2013</u>	<u>2012</u>
Cash and cash equivalents	\$ 41,886	\$ 36,797
Grant Receivable	<u>88,594</u>	<u>-</u>
TOTAL CURRENT ASSETS	<u>130,480</u>	<u>36,797</u>
FIXED ASSETS		
Furniture and Fixtures	4,040	4,040
Computers	16,373	16,373
Accumulated Depreciation	<u>(8,166)</u>	<u>(4,083)</u>
TOTAL FIXED ASSETS	<u>12,247</u>	<u>16,330</u>
TOTAL ASSETS	<u>\$ 142,727</u>	<u>\$ 53,127</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
CURRENT LIABILITIES		
Accounts Payable	\$ 36,287	\$ -
Loan from Director	26,000	
Accrued Liabilities	<u>40,278</u>	<u>27,440</u>
TOTAL CURRENT LIABILITIES	<u>102,565</u>	<u>27,440</u>
TOTAL LIABILITIES	<u>102,565</u>	<u>27,440</u>
NET ASSETS		
Unrestricted	<u>40,162</u>	<u>25,687</u>
TOTAL NET ASSETS	<u>40,162</u>	<u>25,687</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 142,727</u>	<u>\$ 53,127</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF ACTIVITIES
FOR THE FISCAL YEARS ENDED JUNE 30, 2013 AND 2012

	<u>2013</u>	<u>2012</u>
PUBLIC SUPPORT AND REVENUE		
State Grants (Schedule 2)	\$ 1,150,810	\$ 1,125,531
Federal Grants (Schedule 1)	309,610	125,731
Direct Public Support	<u>98,068</u>	<u>25,674</u>
TOTAL PUBLIC SUPPORT AND REVENUE	<u>1,558,488</u>	<u>1,276,936</u>
EXPENSES		
PROGRAM SERVICES		
QBE	1,064,097	876,987
TITLE I	24,870	28,499
Facilities	10,247	64,490
Implementation	<u>94,670</u>	<u>151,090</u>
TOTAL PROGRAM SERVICES	<u>1,193,884</u>	<u>1,121,066</u>
SUPPORT SERVICES		
Management and General	<u>350,129</u>	<u>130,419</u>
TOTAL SUPPORT SERVICES	<u>350,129</u>	<u>130,419</u>
TOTAL EXPENSES	<u>1,544,013</u>	<u>1,251,485</u>
CHANGE IN NET ASSETS	14,475	25,451
NET ASSETS, BEGINNING OF YEAR	<u>25,687</u>	<u>236</u>
NET ASSETS, END OF YEAR	<u>\$ 40,162</u>	<u>\$ 25,687</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

	Program Services				Supporting Services	Total All Services
	QBE	TITLE I	Facilities	Implementation	Management & General	
Salaries and Taxes	\$ 850,535	\$ 24,870	\$ 10,247	\$ -	\$ 210,978	\$1,096,630
Educational Materials	21,925	-	-	94,670	94	116,689
Professional and Legal	-	-	-	-	13,483	13,483
Bank Charges	-	-	-	-	1,591	1,591
Outside Services	80,479	-	-	-	7,300	87,779
Staff Development	4,681	-	-	-	1,811	6,492
Computer and Internet Expenses	6,728	-	-	-	5,473	12,201
Transportation Expenses	10,968	-	-	-	-	10,968
Food Services	33,370	-	-	-	-	33,370
Repairs and Maintenance	-	-	-	-	30,313	30,313
Utilities	-	-	-	-	17,802	17,802
Postage and Shipping	-	-	-	-	562	562
Auto Expenses	-	-	-	-	779	779
Telephone Expenses	-	-	-	-	9,845	9,845
Insurance	-	-	-	-	19,122	19,122
Lease	-	-	-	-	11,902	11,902
Security	-	-	-	-	9,390	9,390
Student Activities	22,690	-	-	-	-	22,690
Advertising	-	-	-	-	3,891	3,891
Facilities and Equipment	32,086	-	-	-	1,705	33,791
Travel and Meetings	635	-	-	-	-	635
Depreciation	-	-	-	-	4,083	4,083
Miscellaneous	-	-	-	-	5	5
TOTAL FUNCTIONAL EXPENSES	<u>\$ 1,064,097</u>	<u>\$ 24,870</u>	<u>\$ 10,247</u>	<u>\$ 94,670</u>	<u>\$ 350,129</u>	<u>\$1,544,013</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

	Program Services				Supporting Services	Total All Services
	QBE	TITLE I	Facilities	Implementation	Management & General	
Salaries and Taxes	\$ 764,389	\$ 26,949	\$ 9,102	\$ -	\$ 65,239	\$ 865,679
Educational Materials	6,014	-	-	129,184	-	135,198
Professional and Legal	-	-	-	-	8,175	8,175
Bank Charges	1,838	-	-	-	3,473	5,311
Outside Services	8,092	-	-	-	6,687	14,779
Staff Development	15,615	800	-	3,300	2,385	22,100
Computer and Internet Expenses	-	-	-	369	2,318	2,687
Transportation Expenses	9,797	-	-	-	-	9,797
Food Services	16,027	-	-	-	-	16,027
Repairs and Maintenance	10,971	-	-	5,202	7,970	24,143
Security	4,369	-	-	-	1,007	5,376
Utilities	8,548	-	-	-	6,780	15,328
Postage and Shipping	504	-	-	-	369	873
Auto Expenses	-	-	-	-	4,712	4,712
Telephone Expenses	5,800	-	-	-	1,388	7,188
Insurance	8,144	-	-	-	9,853	17,997
Conferences and Meetings	1,573	-	-	-	1,897	3,470
Student Activities	10,251	750	-	12,437	-	23,438
Advertising	-	-	-	598	-	598
Facilities and Equipment	-	-	55,388	-	-	55,388
Travel and Meetings	-	-	-	-	2,516	2,516
Depreciation	-	-	-	-	4,083	4,083
Miscellaneous	5,055	-	-	-	1,567	6,622
TOTAL FUNCTIONAL EXPENSES	<u>\$ 876,987</u>	<u>\$ 28,499</u>	<u>\$ 64,490</u>	<u>\$ 151,090</u>	<u>\$ 130,419</u>	<u>\$1,251,485</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

	Unrestricted	Total
Net Assets, July 1, 2012	\$ 25,687	\$ 25,687
Change in Net Assets	14,475	14,475
Net Assets, June 30, 2013	\$ 40,162	\$ 40,162

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

	Unrestricted	Total
Net Assets, July 1, 2011	\$ 236	\$ 236
Change in Net Assets	25,451	25,451
Net Assets, June 30, 2012	\$ 25,687	\$ 25,687

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF CASH FLOWS
FOR THE FISCAL YEARS ENDED JUNE 30, 2012

CASH FLOWS FROM OPERATING ACTIVITIES:	<u>2013</u>	<u>2012</u>
Change in Net Assets	\$ 14,475	\$ 25,451
ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:		
Depreciation	4,083	4,083
Accounts Receivable	(88,594)	-
Accounts Payable	36,287	-
Loan from Director	26,000	-
Increase/Decrease in Accrued Payroll Liabilities	<u>12,838</u>	<u>27,440</u>
TOTAL ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:	<u>(9,386)</u>	<u>31,523</u>
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>5,089</u>	<u>56,974</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Furniture and Equipment	<u>-</u>	<u>(20,413)</u>
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	<u>-</u>	<u>(20,413)</u>
NET INCREASE/DECREASE IN CASH AND CASH EQUIVALENTS	5,089	36,561
CASH AND CASH EQUIVALENTS, Beginning of year	<u>36,797</u>	<u>236</u>
CASH AND CASH EQUIVALENTS, End of year	<u>\$ 41,886</u>	<u>\$ 36,797</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES

The purpose of Destiny Achievers Academy of Excellence (the "Organization") is to provide students with the highest level of academic opportunity by consistently promoting high standards and high expectations in a challenging and supportive environment.

The following accounting policies are presented to assist the reader in understanding the Organization's Financial statements:

Revenues and Expenses

The Organization uses the accrual basis of accounting. Revenues from state and private grants are recognized when earned, and expenses are recognized when incurred. Unconditional pledges of cash and other assets are recognized as revenues when the pledges are made.

Basis of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) in its Accounting Standards Codification (ASC) 958 (formerly SFAS No. 117). Under FASB ASC 958 the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction is met in the year of receipt.

Allocation of Expenses

The costs of providing the Organization's programs and other activities have been summarized on a functional basis in the Statement of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Property and Equipment

Property and Equipment is stated at cost. Depreciation is computed using the straight-line method over the estimated useful lives of the assets, which range from three to ten years.

Cash and Cash Equivalents

For purposes of reporting cash flows, the Organization considers demand deposits and all unrestricted highly liquid investments with an original maturity of three months or less which can be readily converted to cash on demand, without penalty, to be cash equivalents.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Income Taxes

The organization is a not-for-profit organization that is exempt from income taxes under Section 501(c) (3) of the Internal Revenue Code and classified by the Internal Revenue Service as a public charity.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, support and expenses during the reporting period. Actual results could differ from these estimates.

NOTE 2 - STATE GRANT FUNDING

During the year ended June 30, 2013, the Organization received funding under a grant from the State of Georgia QBE for a total of \$1,150,810.

INDEPENDENT AUDITOR'S REPORT ON ADDITIONAL INFORMATION

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence, as of and for the year ended June 30, 2013, and have issued our report thereon dated November 22, 2013, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Bennett & Moody, CPAs

Decatur, Georgia
November 22, 2013

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Fiscal Year		
			Award Amount	Revenue Recognized	Expenses
MAJOR PROGRAMS					
Georgia Department of Education					
Title I	84.010	DeKalb County Schools	\$ -	\$ 30,118	\$ 24,870
Implementation	84.282	Georgia State Board of Education	\$ -	\$ 279,492	\$ 94,670
Total Major Programs			<u>\$ -</u>	<u>\$ 309,610</u>	<u>\$ 94,670</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Fiscal Year		
			Award Amount	Revenue Recognized	Expenses
MAJOR PROGRAMS					
Georgia Department of Education					
Title I	84.010	DeKalb County Schools	\$ 35,100	\$ 22,172	\$ 28,499
Title II	84.010	DeKalb County Schools	\$ 5,000	\$ -	\$ -
Implementation	84.282	Georgia State Board of Education	\$ 575,000	\$ 103,559	\$ 151,090
Total Major Programs			\$ 615,100	\$ 125,731	\$ 151,090

See Independent Auditors' Report and Notes to Financial Statements.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization) as of the fiscal years ended June 30, 2013 and 2012, and have issued our report thereon dated October 31, 2013. We have conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Destiny Achievers Academy of Excellence's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the natural course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (CONT'D)**

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Destiny Achievers Academy of Excellence's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreement, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, others within the entity and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

November 22, 2013

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

State Grantor	<u>Award Amount</u>	<u>Revenue Recognized</u>	<u>Expenses</u>
State Awards			
State of Georgia QBE	<u>1,150,810</u>	<u>1,150,810</u>	<u>1,064,097</u>
Total State Awards	<u>\$ 1,150,810</u>	<u>\$ 1,150,810</u>	<u>\$ 1,064,097</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2012

State Grantor	Award Amount	Revenue Recognized	Expenses
State Awards			
State of Georgia QBE	1,125,531	1,125,531	876,987
Total State Awards	\$ 1,125,531	\$ 1,125,531	\$ 876,987

See Independent Auditors' Report and Notes to Financial Statements.

Destiny Achievers Academy of Excellence



**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

WITH INDEPENDENT AUDITORS REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

Destiny Achievers Academy of Excellence
Ellenwood, GA
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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Destiny Achievers Academy of Excellence

Report on the Financial Statements

We have audited the accompanying financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Destiny Achievers Academy of Excellence as of June 30, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

INDEPENDENT AUDITOR'S REPORT (CONT'D)

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated November 22, 2013, on our consideration of Destiny Achievers Academy of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Destiny Achievers Academy of Excellence's internal control over financial reporting and compliance.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

Decatur, GA 30030
September 29, 2014

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF FINANCIAL POSITION
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

ASSETS

CURRENT ASSETS	<u>2014</u>	<u>2013</u>
Cash and cash equivalents	\$ 315,009	\$ 41,886
Grant Receivable	<u> -</u>	<u>88,594</u>
TOTAL CURRENT ASSETS	<u>315,009</u>	<u>130,480</u>
FIXED ASSETS		
Furniture and Fixtures	4,040	4,040
Computers	16,373	16,373
Accumulated Depreciation	<u>(13,066)</u>	<u>(8,166)</u>
TOTAL FIXED ASSETS	<u>7,347</u>	<u>12,247</u>
TOTAL ASSETS	<u>\$ 322,356</u>	<u>\$ 142,727</u>

LIABILITIES AND NET ASSETS

LIABILITIES

CURRENT LIABILITIES

Accounts Payable	\$ 44,817	\$ 36,287
Loan from Director	-	26,000
Accrued Liabilities	<u> -</u>	<u>40,278</u>
TOTAL CURRENT LIABILITIES	<u>44,817</u>	<u>102,565</u>
TOTAL LIABILITIES	<u>44,817</u>	<u>102,565</u>
NET ASSETS		
Unrestricted	<u>277,539</u>	<u>40,162</u>
TOTAL NET ASSETS	<u>277,539</u>	<u>40,162</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 322,356</u>	<u>\$ 142,727</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF ACTIVITIES
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
PUBLIC SUPPORT AND REVENUE		
State Grants (Schedule 2)	\$ 1,667,984	\$ 1,150,810
Federal Grants (Schedule 1)	62,279	309,610
Donated Services	73,967	-
Direct Public Support	<u>80,850</u>	<u>98,068</u>
TOTAL PUBLIC SUPPORT AND REVENUE	<u>1,885,080</u>	<u>1,558,488</u>
 EXPENSES		
PROGRAM SERVICES		
QBE	1,096,736	1,064,097
TITLE I	71,305	24,870
Facilities	-	10,247
Implementation	<u>34,870</u>	<u>94,670</u>
TOTAL PROGRAM SERVICES	<u>1,202,911</u>	<u>1,193,884</u>
SUPPORT SERVICES		
Management and General	<u>444,792</u>	<u>350,129</u>
TOTAL SUPPORT SERVICES	<u>444,792</u>	<u>350,129</u>
TOTAL EXPENSES	<u>1,647,703</u>	<u>1,544,013</u>
 CHANGE IN NET ASSETS	 237,377	 14,475
NET ASSETS, BEGINNING OF YEAR	<u>40,162</u>	<u>25,687</u>
 NET ASSETS, END OF YEAR	 <u>\$ 277,539</u>	 <u>\$ 40,162</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

	Program Services			Supporting Services	Total All Services
	QBE	TITLE I	Implementation	Management & General	
Salaries and Taxes	\$ 617,624	\$ 34,606	\$ -	\$ 158,217	\$ 810,447
Benefits	216,270	11,420	-	43,027	270,717
Educational Materials	38,879	-	-	2,639	41,518
Professional and Legal	-	571	-	11,551	12,122
Bank Charges	6,234	-	-	487	6,721
Outside Services	155,675	21,935	-	200	177,810
Staff Development	9,577	-	-	470	10,047
Computer and Internet Expenses	9,415	-	-	3,500	12,915
Transportation Expenses	14,847	2,773	-	5,847	23,467
Food Services	2,890	-	34,870	-	37,760
Repairs and Maintenance	-	-	-	29,755	29,755
Utilities	-	-	-	24,944	24,944
Postage and Shipping	-	-	-	1,181	1,181
Auto Expenses	-	-	-	6,483	6,483
Telephone Expenses	-	-	-	8,718	8,718
Insurance	-	-	-	2,220	2,220
Office Supplies	279	-	-	6,620	6,899
Office Expense	-	-	-	9,903	9,903
License & Taxes	85	-	-	22,490	22,575
Security	-	-	-	12,811	12,811
Student Activities	14,392	-	-	-	14,392
Advertising	-	-	-	1,087	1,087
Facilities and Equipment	10,569	-	-	77,524	88,093
Travel and Meetings	-	-	-	8,257	8,257
Depreciation	-	-	-	4,900	4,900
Miscellaneous	-	-	-	1,961	1,961
TOTAL FUNCTIONAL EXPENSES	<u>\$ 1,096,736</u>	<u>\$ 71,305</u>	<u>\$ 34,870</u>	<u>\$ 444,792</u>	<u>\$1,647,703</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

	Program Services				Supporting Services	Total All Services
	QBE	TITLE I	Facilities	Implementation	Management & General	
Salaries and Taxes	\$ 850,535	\$ 24,870	\$ 10,247	\$ -	\$ 210,978	\$1,096,630
Educational Materials	21,925	-	-	94,670	94	116,689
Professional and Legal	-	-	-	-	13,483	13,483
Bank Charges	-	-	-	-	1,591	1,591
Outside Services	80,479	-	-	-	7,300	87,779
Staff Development	4,681	-	-	-	1,811	6,492
Computer and Internet Expenses	6,728	-	-	-	5,473	12,201
Transportation Expenses	10,968	-	-	-	-	10,968
Food Services	33,370	-	-	-	-	33,370
Repairs and Maintenance	-	-	-	-	30,313	30,313
Utilities	-	-	-	-	17,802	17,802
Postage and Shipping	-	-	-	-	562	562
Auto Expenses	-	-	-	-	779	779
Telephone Expenses	-	-	-	-	9,845	9,845
Insurance	-	-	-	-	19,122	19,122
Lease	-	-	-	-	11,902	11,902
Security	-	-	-	-	9,390	9,390
Student Activities	22,690	-	-	-	-	22,690
Advertising	-	-	-	-	3,891	3,891
Facilities and Equipment	32,086	-	-	-	1,705	33,791
Travel and Meetings	635	-	-	-	-	635
Depreciation	-	-	-	-	4,083	4,083
Miscellaneous	-	-	-	-	5	5
TOTAL FUNCTIONAL EXPENSES	<u>\$ 1,064,097</u>	<u>\$ 24,870</u>	<u>\$ 10,247</u>	<u>\$ 94,670</u>	<u>\$ 350,129</u>	<u>\$1,544,013</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

	Unrestricted	Total
Net Assets, July 1, 2013	\$ 40,162	\$ 40,162
Change in Net Assets	<u>237,377</u>	<u>237,377</u>
Net Assets, June 30, 2014	<u>\$ 277,539</u>	<u>\$ 277,539</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

	Unrestricted	Total
Net Assets, July 1, 2012	\$ 25,687	\$ 25,687
Change in Net Assets	14,475	14,475
Net Assets, June 30, 2013	\$ 40,162	\$ 40,162

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF CASH FLOWS
FOR THE FISCAL YEARS ENDED JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in Net Assets	\$ 237,377	\$ 14,475
ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:		
Depreciation	4,900	4,083
Accounts Receivable	88,594	(88,594)
Accounts Payable	8,530	36,287
Loan from Director	(26,000)	26,000
Increase/Decrease in Accrued Payroll Liabilities	<u>(40,278)</u>	<u>12,838</u>
TOTAL ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:	<u>35,746</u>	<u>(9,386)</u>
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>273,123</u>	<u>5,089</u>
NET INCREASE/DECREASE IN CASH AND CASH EQUIVALENTS	273,123	5,089
CASH AND CASH EQUIVALENTS, Beginning of year	<u>41,886</u>	<u>36,797</u>
CASH AND CASH EQUIVALENTS, End of year	<u>\$ 315,009</u>	<u>\$ 41,886</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

The Destiny Achievers Academy of Excellence (the "School") is a Georgia, not-for-profit educational corporation that operates as a charter school in Decatur, Georgia. In 2011, the Georgia State Board of Education granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School's mission is to train leaders with the skills for the twenty-first century by establishing leadership training, rigorous academics, and character building, along with a program designed to engage parents as model leaders in the home. The School provided education to approximately 112 students in ninth through twelfth grade for the 2013-2014 academic year.

The Organization will incorporate a leadership studies component into the Georgia Performance Standards that will involve learning strategies including cooperative learning, student contracts, case studies, ethical dilemmas, projects, and development of instructional and leadership portfolios. The Organization will also maintain a significant parental component which will include parent leadership workshops and conferences.

The following accounting policies are presented to assist the reader in understanding the Organization's Financial statements:

Basis of Accounting

The financial statements of the School are presented on the accrual basis of accounting and accordingly reflect all significant receivables, payables and other liabilities in conformity with accounting principles generally accepted in the United States of America. Under this method of accounting, revenues are recognized in the period in which they are earned, while expenses are recognized in the period in which they are incurred.

Financial Statement Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) in its Accounting Standards Codification (ASC) 958 (formerly SFAS No. 117). Under FASB ASC 958 the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out of the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School has no permanently restricted net assets as of June 30, 2014 and 2013.

Public Support and Revenue

In accordance with professional standards, all contributions and grants received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. The School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Public Support and Revenue (continued)

When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billed to the government agencies.

Donated Materials, Supplies, Assets and Services

In accordance with professional standards, all non-cash gifts (other than personal services) are recorded at their estimated fair value at date of receipt and donated services are recognized as contributions if the services (a) create or enhance non-financial assets, or (b) require specialized skills that are provided by individuals possessing those skills and would otherwise need to be purchased by the School if not provided by donations.

In accordance with School policy, students' parents are required to volunteer their time and perform a variety of tasks that assist the School in various capacities, but these services do not meet the criteria for recognition as contributed services. No amounts have been reflected in the financial statements for donated services.

Property and Equipment

Purchased furniture, fixtures and equipment are recorded at cost. Donated furniture, fixtures and office equipment are carried at the approximate fair value at the date of the donation. Expenditures for repairs, maintenance, renewals and betterments that materially prolong the useful life of assets are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Furniture and Fixtures	5-7 years
Equipment	5 years
Computers	5 years
Software	7 years
Leasehold Improvements	useful life or related lease

Cash and Cash Equivalents

For purposes of reporting cash flows, the School considers demand deposits and all unrestricted highly liquid investments with an original maturity of three months or less which can be readily converted to cash on demand, without penalty, to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk include cash and cash equivalents—primarily demand deposits with one financial institution. The School places its cash and cash equivalents on deposit in what it believes to be a highly credited financial institution.

The balances in the School's bank accounts, as reflected in the bank's records, are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 per financial institution. Cash per bank statements includes \$65,009 which is not covered by deposit insurance at June 30, 2014. The Company has not experienced any losses from these accounts.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Fair Value of Financial Instruments

Fair value, defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants in the market in which the reporting entity transacts, is used to measure assets and liabilities. Cash and cash equivalents, grants and other receivables, prepaid expenses, accounts payable and accrued expenses are carried at amounts which approximates their fair value due to the short-term nature of these instruments.

Advertising Expense

Advertising costs are expensed as incurred.

Functional Allocation of Expenses

The costs of providing the School's programs and other activities have been summarized on a functional basis in the Statement of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Tax Exempt Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3). The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2014 and 2013.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS Form 990 filed by the School may be subject to examination by the Internal Revenue Service up to three years from the extended due date of the return.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, support and expenses during the reporting period. Actual results could differ from these estimates.

Subsequent Events

Subsequent events have been evaluated through September 29, 2014, which is the date the financial statements were available to be issued. There were no significant subsequent events.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2014

NOTE 2 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the Georgia Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

For the years ended June 30, 2014 and 2013, the funding from the Georgia Department of Education accounted for 89% and 73% of the School's total funding, respectively.

NOTE 3 - PENSION PLANS

The School maintains a defined benefit plan on behalf of its employees; the plan as defined in Section 401(a) of the Internal Revenue Code is administered by The Teachers Retirement System of Georgia (TRS). The School provides contributions equal to approximately 13.01% of the annual compensation of eligible participants. The amount charged to operations for contributions to this plan was \$157,524 and \$142,541 for the years ended June 30, 2014 and 2013, respectively.

NOTE 4 - HEALTH BENEFITS

The School contributes to the State Health Benefit Plan (SHBP) on behalf of its employees. The amount charged to operations for contributions to this plan was \$109,046 and \$174,723 for the years ended June 30, 2014 and 2013,

NOTE 5 - DONATED SERVICES

During the year ended June 30, 2014, donated rent valued at \$73,967 was provided to the Organization by a local non-profit entity. The value of this rent was based on fair market value of the property rents in the area. This donated rent meets the criteria for recognition contained in Statement of Financial Accounting Standards No. 116 and, accordingly, has been reflected in the accompanying financial statements as contributions revenue and program services expenses.



INDEPENDENT AUDITOR'S REPORT ON ADDITIONAL INFORMATION

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence as of and for the year ended June 30, 2014, and have issued our report thereon dated September 29, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Bennett & Moody, CPAs

Decatur, Georgia
September 29, 2014

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Fiscal Year Award Amount	Revenue Recognized	Expenses
MAJOR PROGRAMS					
Georgia Department of Education					
Title I	84.010	DeKalb County Schools	\$ 62,279	\$ 62,279	\$ 71,305
Total Major Programs			<u>\$ 62,279</u>	<u>\$ 62,279</u>	<u>\$ 71,305</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Fiscal Year Award Amount	Revenue Recognized	Expenses
MAJOR PROGRAMS					
Georgia Department of Education					
Title I	84.010	DeKalb County Schools Georgia State Board of	\$ -	\$ 30,118	\$ 24,870
Implementation	84.282	Education	\$ -	\$ 279,492	\$ 94,670
Total Major Programs			<u>\$ -</u>	<u>\$ 309,610</u>	<u>\$ 119,540</u>

See Independent Auditors' Report and Notes to Financial Statements.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization) as of the fiscal years ended June 30, 2014 and 2013, and have issued our report thereon dated September 29, 2014. We have conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Destiny Achievers Academy of Excellence's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the natural course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above.

Bennett & Moody, CPAs

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (CONT'D)**

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Destiny Achievers Academy of Excellence's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreement, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, others within the entity and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

September 29, 2014

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

State Grantor	Award Amount	Revenue Recognized	Expenses
State Awards			
State Nutrition-Implementation	\$ 41,384	\$ 41,384	\$ 34,870
State of Georgia QBE	<u>1,626,600</u>	<u>1,626,600</u>	<u>1,096,736</u>
Total State Awards	<u>\$ 1,667,984</u>	<u>\$ 1,667,984</u>	<u>\$ 1,131,606</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2013

State Grantor	<u>Award Amount</u>	<u>Revenue Recognized</u>	<u>Expenses</u>
State Awards			
State of Georgia QBE	<u>1,150,810</u>	<u>1,150,810</u>	<u>1,064,097</u>
Total State Awards	<u>\$ 1,150,810</u>	<u>\$ 1,150,810</u>	<u>\$ 1,064,097</u>

See Independent Auditors' Report and Notes to Financial Statements.

Destiny Achievers Academy of Excellence



**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

FOR THE FISCAL YEARS ENDED JUNE 30, 2015 AND 2014

WITH INDEPENDENT AUDITORS REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

Destiny Achievers Academy of Excellence
Ellenwood, GA
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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Destiny Achievers Academy of Excellence

Report on the Financial Statements

We have audited the accompanying financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization), which comprise the statements of financial position as of June 30, 2015 and 2014, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Destiny Achievers Academy of Excellence as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

INDEPENDENT AUDITOR'S REPORT (CONT'D)

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 19, 2015, on our consideration of Destiny Achievers Academy of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Destiny Achievers Academy of Excellence's internal control over financial reporting and compliance.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

Decatur, GA 30030
October 19, 2015

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF FINANCIAL POSITION
FOR THE FISCAL YEARS ENDED JUNE 30, 2015 AND 2014

ASSETS

	<u>2015</u>	<u>2014</u>
CURRENT ASSETS		
Cash and cash equivalents	\$ <u>462,586</u>	\$ <u>315,009</u>
TOTAL CURRENT ASSETS	<u>462,586</u>	<u>315,009</u>
FIXED ASSETS		
Furniture and Fixtures	4,040	4,040
Computers	16,373	16,373
Accumulated Depreciation	<u>(17,966)</u>	<u>(13,066)</u>
TOTAL FIXED ASSETS	<u>2,447</u>	<u>7,347</u>
TOTAL ASSETS	<u>\$ 465,033</u>	<u>\$ 322,356</u>
LIABILITIES AND NET ASSETS		
LIABILITIES		
CURRENT LIABILITIES		
Accounts Payable	\$ <u>468</u>	\$ <u>44,817</u>
TOTAL CURRENT LIABILITIES	<u>468</u>	<u>44,817</u>
TOTAL LIABILITIES	<u>468</u>	<u>44,817</u>
NET ASSETS		
Unrestricted	<u>464,565</u>	<u>277,539</u>
TOTAL NET ASSETS	<u>464,565</u>	<u>277,539</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 465,033</u>	<u>\$ 322,356</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF ACTIVITIES
FOR THE FISCAL YEARS ENDED JUNE 30, 2015 AND 2014

	<u>2015</u>	<u>2014</u>
PUBLIC SUPPORT AND REVENUE		
State Grants (Schedule 2)	\$ 1,772,342	\$ 1,667,984
Federal Grants (Schedule 1)	17,670	62,279
Donated Services	120,000	73,967
Direct Public Support	<u>16,207</u>	<u>80,850</u>
TOTAL PUBLIC SUPPORT AND REVENUE	<u>1,926,219</u>	<u>1,885,080</u>
 EXPENSES		
PROGRAM SERVICES		
QBE	1,195,339	1,096,736
TITLE I	16,794	71,305
Implementation	<u>26,726</u>	<u>34,870</u>
TOTAL PROGRAM SERVICES	<u>1,238,859</u>	<u>1,202,911</u>
SUPPORT SERVICES		
Management and General	<u>500,335</u>	<u>444,792</u>
TOTAL SUPPORT SERVICES	<u>500,335</u>	<u>444,792</u>
TOTAL EXPENSES	<u>1,739,193</u>	<u>1,647,703</u>
 CHANGE IN NET ASSETS	 187,026	 237,377
NET ASSETS, BEGINNING OF YEAR-UNRESTRICTED	<u>277,539</u>	<u>40,162</u>
 NET ASSETS, END OF YEAR- UNRESTRICTED	 <u>\$ 464,565</u>	 <u>\$ 277,539</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

	Program Services			Supporting Services	Total All Services
	QBE	TITLE I	Implementation	Management & General	
Salaries and Taxes	\$ 712,642	\$ 8,614	\$ -	\$ 174,961	\$ 896,218
Benefits	252,201	4,600	-	48,528	305,329
Educational Materials	82,391	-	-	5,593	87,984
Professional and Legal	-	563	-	11,387	11,950
Bank Charges	685	-	-	53	738
Outside Services	76,226	2,204	-	88	78,519
Staff Development	17,265	-	-	847	18,112
Computer and Internet Expenses	40,517	-	-	15,062	55,579
Transportation Expenses	9,430	812	-	3,399	13,640
Food Services	2,215	-	26,726	-	28,941
Repairs and Maintenance	-	-	-	41,046	41,046
Utilities	-	-	-	22,405	22,405
Postage and Shipping	-	-	-	340	340
Auto Expenses	-	-	-	5,344	5,344
Rent	-	-	-	120,000	120,000
Telephone Expenses	-	-	-	5,052	5,052
License and Taxes	-	-	-	7,533	7,533
Office Supplies	29	-	-	691	720
Office Expense	-	-	-	5,797	5,797
Printing and Copying	13	-	-	3,428	3,441
Security	-	-	-	7,105	7,105
Student Activities	1,725	-	-	12,654	14,379
Advertising	-	-	-	488	488
Travel and Meetings	-	-	-	3,633	3,633
Depreciation	-	-	-	4,900	4,900
TOTAL FUNCTIONAL EXPENSES	<u>\$ 1,195,339</u>	<u>\$ 16,794</u>	<u>\$ 26,726</u>	<u>\$ 500,335</u>	<u>\$1,739,193</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

	Program Services			Supporting Services	Total All Services
	QBE	TITLE I	Implementation	Management & General	
Salaries and Taxes	\$ 617,624	\$ 34,606	\$ -	\$ 158,217	\$ 810,447
Benefits	216,270	11,420	-	43,027	270,717
Educational Materials	38,879	-	-	2,639	41,518
Professional and Legal	-	571	-	11,551	12,122
Bank Charges	6,234	-	-	487	6,721
Outside Services	155,675	21,935	-	200	177,810
Staff Development	9,577	-	-	470	10,047
Computer and Internet Expenses	9,415	-	-	3,500	12,915
Transportation Expenses	14,847	2,773	-	5,847	23,467
Food Services	2,890	-	34,870	-	37,760
Repairs and Maintenance	-	-	-	29,755	29,755
Utilities	-	-	-	24,944	24,944
Postage and Shipping	-	-	-	1,181	1,181
Auto Expenses	-	-	-	6,483	6,483
Telephone Expenses	-	-	-	8,718	8,718
Insurance	-	-	-	2,220	2,220
Office Supplies	279	-	-	6,620	6,899
Office Expense	-	-	-	9,903	9,903
License & Taxes	85	-	-	22,490	22,575
Security	-	-	-	12,811	12,811
Student Activities	14,392	-	-	-	14,392
Advertising	-	-	-	1,087	1,087
Facilities and Equipment	10,569	-	-	77,524	88,093
Travel and Meetings	-	-	-	8,257	8,257
Depreciation	-	-	-	4,900	4,900
Miscellaneous	-	-	-	1,961	1,961
TOTAL FUNCTIONAL EXPENSES	<u>\$ 1,096,736</u>	<u>\$ 71,305</u>	<u>\$ 34,870</u>	<u>\$ 444,792</u>	<u>\$1,647,703</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

	Unrestricted	Temporarily Restricted	Total
Net Assets, July 1, 2014	\$ 277,539	\$ -	\$ 277,539
Change in Net Assets	187,026	-	187,026
Net Assets, June 30, 2015	\$ 464,565	\$ -	\$ 464,565

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

	Unrestricted	Temporarily Restricted	Total
Net Assets, July 1, 2013	\$ 40,162	\$ -	\$ 40,162
Change in Net Assets	<u>237,377</u>	<u>-</u>	<u>237,377</u>
Net Assets, June 30, 2014	<u>\$ 277,539</u>	<u>\$ -</u>	<u>\$ 277,539</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF CASH FLOWS
FOR THE FISCAL YEARS ENDED JUNE 30, 2015 AND 2014

CASH FLOWS FROM OPERATING ACTIVITIES:	<u>2015</u>	<u>2014</u>
Change in Net Assets	\$ 187,026	\$ 237,377
 ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:		
Depreciation	4,900	4,900
Accounts Receivable	-	88,594
Accounts Payable	(44,349)	8,530
Loan from Director	-	(26,000)
Increase/Decrease in Accrued Payroll Liabilities	<u>-</u>	<u>(40,278)</u>
TOTAL ADJUSTMENTS TO RECONCILE NET ASSETS TO NET CASH PROVIDED BY OPERATIONS:	<u>(39,449)</u>	<u>35,746</u>
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>147,577</u>	<u>273,123</u>
NET INCREASE/DECREASE IN CASH AND CASH EQUIVALENTS	147,577	273,123
CASH AND CASH EQUIVALENTS, Beginning of year	<u>315,009</u>	<u>41,886</u>
CASH AND CASH EQUIVALENTS, End of year	<u>\$ 462,586</u>	<u>\$ 315,009</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

The Destiny Achievers Academy of Excellence (the "School") is a Georgia, not-for-profit educational corporation that operates as a charter school in Decatur, Georgia. In 2011, the Georgia State Board of Education granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School's mission is to train leaders with the skills for the twenty-first century by establishing leadership training, rigorous academics, and character building, along with a program designed to engage parents as model leaders in the home. The School provided education to approximately 116 students in ninth through twelfth grade for the 2014-2015 academic year.

The Organization will incorporate a leadership studies component into the Georgia Performance Standards that will involve learning strategies including cooperative learning, student contracts, case studies, ethical dilemmas, projects, and development of instructional and leadership portfolios. The Organization will also maintain a significant parental component which will include parent leadership workshops and conferences.

The following accounting policies are presented to assist the reader in understanding the Organization's Financial statements:

Basis of Accounting

The financial statements of the School are presented on the accrual basis of accounting and accordingly reflect all significant receivables, payables and other liabilities in conformity with accounting principles generally accepted in the United States of America. Under this method of accounting, revenues are recognized in the period in which they are earned, while expenses are recognized in the period in which they are incurred.

Financial Statement Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) in its Accounting Standards Codification (ASC) 958 (formerly SFAS No. 117). Under FASB ASC 958 the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out of the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School has no permanently restricted net assets as of June 30, 2015 and 2014.

Public Support and Revenue

In accordance with professional standards, all contributions and grants received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. The School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Public Support and Revenue (continued)

When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billed to the government agencies.

Donated Materials, Supplies, Assets and Services

In accordance with professional standards, all non-cash gifts (other than personal services) are recorded at their estimated fair value at date of receipt and donated services are recognized as contributions if the services (a) create or enhance non-financial assets, or (b) require specialized skills that are provided by individuals possessing those skills and would otherwise need to be purchased by the School if not provided by donations.

In accordance with School policy, students' parents are required to volunteer their time and perform a variety of tasks that assist the School in various capacities, but these services do not meet the criteria for recognition as contributed services. No amounts have been reflected in the financial statements for donated services.

Property and Equipment

Purchased furniture, fixtures and equipment are recorded at cost. Donated furniture, fixtures and office equipment are carried at the approximate fair value at the date of the donation. Expenditures for repairs, maintenance, renewals and betterments that materially prolong the useful life of assets are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Furniture and Fixtures	5-7 years
Equipment	5 years
Computers	5 years
Software	7 years
Leasehold Improvements	useful life or related lease

Cash and Cash Equivalents

For purposes of reporting cash flows, the School considers demand deposits and all unrestricted highly liquid investments with an original maturity of three months or less which can be readily converted to cash on demand, without penalty, to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk include cash and cash equivalents—primarily demand deposits with one financial institution. The School places its cash and cash equivalents on deposit in what it believes to be a highly credited financial institution.

The balances in the School's bank accounts, as reflected in the bank's records, are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 per financial institution. Cash per bank statements includes \$212,586 which is not covered by deposit insurance at June 30, 2015. The Company has not experienced any losses from these accounts.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Fair Value of Financial Instruments

Fair value, defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants in the market in which the reporting entity transacts, is used to measure assets and liabilities. Cash and cash equivalents, grants and other receivables, prepaid expenses, accounts payable and accrued expenses are carried at amounts which approximates their fair value due to the short-term nature of these instruments.

Advertising Expense

Advertising costs are expensed as incurred.

Functional Allocation of Expenses

The costs of providing the School's programs and other activities have been summarized on a functional basis in the Statement of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Tax Exempt Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3). The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2015 and 2014.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS Form 990 filed by the School may be subject to examination by the Internal Revenue Service up to three years from the extended due date of the return.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, support and expenses during the reporting period. Actual results could differ from these estimates.

Subsequent Events

Subsequent events have been evaluated through October 19, 2015 which is the date the financial statements were available to be issued. There were no significant subsequent events.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

NOTE 2 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the Georgia Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

For the years ended June 30, 2015 and 2014, the funding from the Georgia Department of Education accounted for 89% and 73% of the School's total funding, respectively.

NOTE 3 - PENSION PLANS

The School maintains a defined benefit plan on behalf of its employees; the plan as defined in Section 401(a) of the Internal Revenue Code is administered by The Teachers Retirement System of Georgia (TRS). The School provides contributions equal to approximately 13.01% of the annual compensation of eligible participants. The amount charged to operations for contributions to this plan was \$157,524 and \$142,541 for the years ended June 30, 2015 and 2014, respectively.

NOTE 4 - HEALTH BENEFITS

The School contributes to Kaiser Permanente on behalf of its employees. The amount charged to operations for contributions to this plan was \$143,496 and \$109,046 for the years ended June 30, 2015 and 2014, respectively.

NOTE 5 -DONATED SERVICES

During the year ended June 30, 2015, donated rent valued at \$120,000 was provided to the Organization by a local non-profit entity. The value of this rent was based on fair market value of the property rents in the area. This donated rent meets the criteria for recognition contained in Statement of Financial Accounting Standards No. 116 and, accordingly, has been reflected in the accompanying financial statements as contributions revenue and program services expenses.



INDEPENDENT AUDITOR'S REPORT ON ADDITIONAL INFORMATION

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence as of and for the year ended June 30, 2015, and have issued our report thereon dated October 19, 2015, which contained an unqualified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Bennett & Moody, CPAs

Decatur, Georgia
October 19, 2015

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Expenditures
MAJOR PROGRAMS			
United States Department of Education			
Title I	84.010	DeKalb County Schools	\$ 16,794
Total Major Program Expenditures			<u>\$ 16,794</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Expenditures
MAJOR PROGRAMS			
Georgia Department of Education			
Title I	84.010	DeKalb County Schools	\$ <u>71,305</u>
Total Major Program Expenditures			\$ <u><u>71,305</u></u>

See Independent Auditors' Report and Notes to Financial Statements.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization) as of the fiscal years ended June 30, 2015 and 2014, and have issued our report thereon dated October 19, 2015. We have conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Destiny Achievers Academy of Excellence's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the natural course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above.

Bennett & Moody, CPAs

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (CONT'D)**

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Destiny Achievers Academy of Excellence's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreement, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, others within the entity and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Bennett & Moody, CPAs

Bennett + Moody, CPAs

October 19, 2015

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

State Grantor	<u>Expenditures</u>
State Awards	
State Nutrition-Implementation	\$ 26,726
State of Georgia QBE	<u>1,195,339</u>
Total State Award Expenditures	<u>\$ 1,222,065</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

State Grantor	<u>Expenditures</u>
State Awards	
State Nutrition-Implementation	\$ 34,870
State of Georgia QBE	<u>1,096,736</u>
Total State Award Expenditures	<u>\$ 1,131,606</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED
June 30, 2015

No Findings Noted

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
 SCHEDULE OF FINDINGS and QUESTIONED COSTS
 FOR THE YEAR ENDED
 June 30, 2015**

Part I - Summary of Auditor's Results:

Financial Statements

Type of auditor's report issued:	Unqualified	
Internal Control over financial reporting:		
Material weakness(es) identified?	_____ yes	_____ <u>X</u> no
Significant deficiency (ies) identified that are not considered to be material weakness(es)?	_____ yes	_____ <u>X</u> no
Noncompliance material to financial statements noted?	_____ yes	_____ <u>X</u> no

Federal Awards

Internal Control over major federal programs:		
Material weakness(es) identified?	_____ yes	_____ <u>X</u> no
Significant deficiency (ies) identified that are not considered to be material weakness(es)?	_____ yes	_____ <u>X</u> no
Type of auditor's report issued on compliance for major federal programs:	Unqualified	
Any audit findings disclosed that are required to be reported in accordance with Sections 505 (d) (2), 505 (d) (3) or with Section 510 (a) of Circular A-133?	_____ yes	_____ <u>X</u> no

Major federal programs for Destiny Achievers Academy of Excellence for the year ended June 30, 2015 are:

<u>Program Name</u>	<u>CFDA#</u>
United States Department of Education	84.010

The threshold for determining Federal Type A programs for Destiny Achievers Academy of Excellence is \$300,000.

Part II - Findings Related to the Financial Statements: None

Part III - Findings and Questioned Costs for Federal Awards: Questioned Costs: None

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED
June 30, 2015

Not Required

Destiny Achievers Academy of Excellence



**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015

WITH INDEPENDENT AUDITORS REPORT THEREON

Prepared by: Bennett & Moody, Certified Public Accountants

Destiny Achievers Academy of Excellence
Ellenwood, GA
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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Destiny Achievers Academy of Excellence

Report on the Financial Statements

We have audited the accompanying financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization), which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The Destiny Achievers Academy of Excellence as of June 30, 2016 and 2015, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

INDEPENDENT AUDITOR'S REPORT (CONT'D)

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit requirements for Federal Awards, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated September 19, 2016, on our consideration of Destiny Achievers Academy of Excellence's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering Destiny Achievers Academy of Excellence's internal control over financial reporting and compliance.

Bennett & Moody, CPAs

Bennett & Moody, CPAs

Decatur, GA 30030
September 19, 2016

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF FINANCIAL POSITION
FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015

ASSETS

CURRENT ASSETS	<u>2016</u>	<u>2015</u>
Cash	\$ 532,878	\$ 462,586
Cash Unrestricted	555,000	-
Cash Restricted to Purchase Building	<u>200,000</u>	<u>-</u>
TOTAL CURRENT ASSETS	<u>1,287,878</u>	<u>462,586</u>
FIXED ASSETS		
Furniture and Fixtures	42,760	4,040
Computers	22,668	16,373
Accumulated Depreciation	<u>(20,413)</u>	<u>(17,966)</u>
TOTAL FIXED ASSETS	<u>45,015</u>	<u>2,447</u>
TOTAL ASSETS	<u>\$ 1,332,893</u>	<u>\$ 465,033</u>
LIABILITIES AND NET ASSETS		
NET ASSETS		
Unrestricted	<u>1,332,893</u>	<u>464,565</u>
TOTAL NET ASSETS	<u>1,332,893</u>	<u>464,565</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 1,332,893</u>	<u>\$ 465,033</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF ACTIVITIES
FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015

	<u>2016</u>	<u>2015</u>
PUBLIC SUPPORT AND REVENUE		
State Grants (Schedule 3 and 4)	\$ 2,824,853	\$ 1,772,342
Federal Grants (Schedule 1 and 2)	14,278	17,670
Donated Services (Note 5)	120,000	120,000
Direct Public Support	<u>10,119</u>	<u>16,207</u>
TOTAL PUBLIC SUPPORT AND REVENUE	<u>2,969,250</u>	<u>1,926,219</u>
EXPENSES		
PROGRAM SERVICES		
QBE	1,392,671	1,195,339
TITLE I	14,231	16,794
Implementation	<u>91,529</u>	<u>26,726</u>
TOTAL PROGRAM SERVICES	<u>1,498,431</u>	<u>1,238,859</u>
SUPPORT SERVICES		
Management & General	<u>602,490</u>	<u>500,335</u>
TOTAL SUPPORT SERVICES	<u>602,490</u>	<u>500,335</u>
TOTAL EXPENSES	<u>2,100,921</u>	<u>1,739,194</u>
CHANGE IN NET ASSETS	868,329	187,025
NET ASSETS, BEGINNING OF YEAR	<u>464,564</u>	<u>277,539</u>
NET ASSETS, END OF YEAR	<u>\$ 1,332,893</u>	<u>\$ 464,564</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2016

	Program Services			Supporting Services	Total All Services
	QBE	TITLE I	Implementation	Management & General	
Salaries and Taxes	\$ 879,275	\$ 6,991	\$ -	\$ 212,827	\$1,099,093
Benefits	313,118	3,961	-	55,955	373,034
Educational Materials	40,688	-	-	2,597	43,285
Professional and Legal	-	659	-	22,526	23,185
Bank Charges	587	-	-	44	631
Outside Services	95,520	1,414	-	1,600	98,534
Staff Development	1,266	-	-	67	1,333
Computer and Internet Expenses	38,890	-	-	16,624	55,514
Transportation Expenses	13,874	1,206	-	5,027	20,107
Food Services	7,959	-	91,529	-	99,488
Repairs and Maintenance	-	-	-	34,738	34,738
Utilities	-	-	-	26,891	26,891
Postage and Shipping	-	-	-	850	850
Rent	-	-	-	120,000	120,000
Telephone Expenses	-	-	-	7,240	7,240
Insurance	-	-	-	24,936	24,936
Office Supplies	278	-	-	6,680	6,958
Office Expense	-	-	-	15,497	15,497
License & Taxes	-	-	-	8,695	8,695
Security	-	-	-	9,398	9,398
Student Activities	1,215	-	-	8,907	10,122
Advertising	-	-	-	4,503	4,503
Facilities and Equipment	-	-	-	5,825	5,825
Travel and Meetings	-	-	-	8,617	8,617
Depreciation	-	-	-	2,447	2,447
TOTAL FUNCTIONAL EXPENSES	\$ 1,392,671	\$ 14,231	\$ 91,529	\$ 602,490	\$2,100,921

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

	Program Services			Supporting Services	Total All Services
	QBE	TITLE I	Implementation	Management & General	
Salaries and Taxes	\$ 712,642	\$ 8,614	\$ -	\$ 174,961	\$ 896,218
Benefits	252,201	4,600	-	48,528	305,329
Educational Materials	82,391	-	-	5,593	87,984
Professional and Legal	-	563	-	11,387	11,950
Bank Charges	685	-	-	53	738
Outside Services	76,226	2,204	-	88	78,519
Staff Development	17,265	-	-	847	18,112
Computer and Internet Expenses	40,517	-	-	15,062	55,579
Transportation Expenses	9,430	812	-	3,399	13,640
Food Services	2,215	-	26,726	-	28,941
Repairs and Maintenance	-	-	-	41,046	41,046
Utilities	-	-	-	22,405	22,405
Postage and Shipping	-	-	-	340	340
Auto Expenses	-	-	-	5,344	5,344
Rent	-	-	-	120,000	120,000
Telephone Expenses	-	-	-	5,052	5,052
License and Taxes	-	-	-	7,533	7,533
Office Supplies	29	-	-	691	720
Office Expense	-	-	-	5,797	5,797
Printing and Copying	13	-	-	3,428	3,441
Security	-	-	-	7,105	7,105
Student Activities	1,725	-	-	12,654	14,379
Advertising	-	-	-	488	488
Travel and Meetings	-	-	-	3,633	3,633
Depreciation	-	-	-	4,900	4,900
TOTAL FUNCTIONAL EXPENSES	<u>\$ 1,195,339</u>	<u>\$ 16,794</u>	<u>\$ 26,726</u>	<u>\$ 500,335</u>	<u>\$1,739,193</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2016

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Net Assets, July 1, 2015	\$ 464,565	\$ -	\$ 464,565
Change in Net Assets	<u>868,329</u>	<u>-</u>	<u>868,329</u>
Net Assets, June 30, 2016	<u>\$ 1,332,894</u>	<u>\$ -</u>	<u>\$ 1,332,894</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENT OF CHANGES IN NET ASSETS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

	Unrestricted	Temporarily Restricted	Total
Net Assets, July 1, 2014	\$ 277,539	\$ -	\$ 277,539
Change in Net Assets	187,026	-	187,026
Net Assets, June 30, 2015	\$ 464,565	\$ -	\$ 464,565

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
STATEMENTS OF CASH FLOWS
FOR THE FISCAL YEARS ENDED JUNE 30, 2016 AND 2015

CASH FLOWS FROM OPERATING ACTIVITIES:	<u>2016</u>	<u>2015</u>
Change in Net Assets	\$ 868,329	\$ 187,026
Adjustments to reconcile change in net assets net cash used by operating activities:		
Depreciation	2,447	4,900
Increase (decrease) in operating liabilities:		
Accounts Payable	<u>(468)</u>	<u>(44,349)</u>
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>870,307.86</u>	<u>147,577</u>
 CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of Fixed Assets	<u>(45,016)</u>	<u>-</u>
NET CASH USED IN INVESTING ACTIVITIES	<u>(45,016)</u>	<u>-</u>
 NET INCREASE/DECREASE IN CASH AND CASH EQUIVALENTS	825,292	147,577
 CASH, BEGINNING OF YEAR	<u>462,586</u>	<u>315,009</u>
 CASH, END OF YEAR	<u>\$ 1,287,878</u>	<u>\$ 462,586</u>

The accompanying notes are an integral part of these financial statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

The Destiny Achievers Academy of Excellence (the "School") is a Georgia, not-for-profit educational corporation that operates as a charter school in Decatur, Georgia. In 2011, the Georgia State Board of Education granted the School a provisional charter valid for a term of five years and renewable upon expiration. The School's mission is to train leaders with the skills for the twenty-first century by establishing leadership training, rigorous academics, and character building, along with a program designed to engage parents as model leaders in the home. The School provided education to approximately 116 students in ninth through twelfth grade for the 2015-2016 academic year.

The Organization will incorporate a leadership studies component into the Georgia Performance Standards that will involve learning strategies including cooperative learning, student contracts, case studies, ethical dilemmas, projects, and development of instructional and leadership portfolios. The Organization will also maintain a significant parental component which will include parent leadership workshops and conferences.

The following accounting policies are presented to assist the reader in understanding the Organization's financial statements:

Basis of Accounting

The financial statements of the School are presented on the accrual basis of accounting and accordingly reflect all significant receivables, payables and other liabilities in conformity with accounting principles generally accepted in the United States of America. Under this method of accounting, revenues are recognized in the period in which they are earned, while expenses are recognized in the period in which they are incurred.

Financial Statement Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board (FASB) in its Accounting Standards Codification (ASC) 958 (formerly SFAS No. 117). Under FASB ASC 958 the Organization is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out of the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School has no permanently restricted net assets as of June 30, 2016 and 2015.

Public Support and Revenue

In accordance with professional standards, all contributions and grants received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. The School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Public Support and Revenue (continued)

When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billed to the government agencies.

Donated Materials, Supplies, Assets and Services

In accordance with professional standards, all non-cash gifts (other than personal services) are recorded at their estimated fair value at date of receipt and donated services are recognized as contributions if the services (a) create or enhance non-financial assets, or (b) require specialized skills that are provided by individuals possessing those skills and would otherwise need to be purchased by the School if not provided by donations.

In accordance with School policy, students' parents are required to volunteer their time and perform a variety of tasks that assist the School in various capacities, but these services do not meet the criteria for recognition as contributed services. No amounts have been reflected in the financial statements for donated services.

Property and Equipment

Purchased furniture, fixtures and equipment are recorded at cost. Donated furniture, fixtures and office equipment are carried at the approximate fair value at the date of the donation. Expenditures for repairs, maintenance, renewals and betterments that materially prolong the useful life of assets are capitalized. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets as follows:

Furniture and Fixtures	5-7 years
Equipment	5 years
Computers	5 years
Software	7 years
Leasehold Improvements	useful life or related lease

Cash

For purposes of reporting cash flows, the School considers demand deposits and all unrestricted highly liquid investments with an original maturity of three months or less which can be readily converted to cash on demand, without penalty, to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk include cash—primarily demand deposits with one financial institution. The School places its cash on deposit in what it believes to be a highly credited financial institution.

The balances in the School's bank accounts, as reflected in the bank's records, are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000 per financial institution. Cash per bank statements includes \$212,586 which is not covered by deposit insurance at June 30, 2016. The Company has not experienced any losses from these accounts.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 1 - DESCRIPTION OF ORGANIZATION AND SIGNIFICANT ACCOUNTING POLICIES (continued)

Fair Value of Financial Instruments

Fair value, defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants in the market in which the reporting entity transacts, is used to measure assets and liabilities. Cash and cash equivalents, grants and other receivables, prepaid expenses, accounts payable and accrued expenses are carried at amounts which approximates their fair value due to the short-term nature of these instruments.

Advertising Expense

Advertising costs are expensed as incurred.

Functional Allocation of Expenses

The costs of providing the School's programs and other activities have been summarized on a functional basis in the Statement of Functional Expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

Tax Exempt Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3). The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have any unrelated business income for the years ended June 30, 2016 and 2015.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax positions resulting in an accrual of tax expense or benefit.

IRS Form 990 filed by the School may be subject to examination by the Internal Revenue Service up to three years from the extended due date of the return.

Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues, support and expenses during the reporting period. Actual results could differ from these estimates.

Subsequent Events

Subsequent events have been evaluated through September 19, 2016 which is the date the financial statements were available to be issued. There were no significant subsequent events.

Cash Restricted to Purchase Building

Cash restricted to purchase a new building has been restricted by the board and is not available for operating purposes.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2016

NOTE 2 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the Georgia Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

For the years ended June 30, 2016 and 2015, the funding from the Georgia Department of Education accounted for 96% and 89% of the School's total funding, respectively.

NOTE 3 - PENSION PLANS

The School maintains a defined benefit plan on behalf of its employees; the plan as defined in Section 401(a) of the Internal Revenue Code is administered by The Teachers Retirement System of Georgia (TRS). The School provides contributions equal to approximately 13.01% of the annual compensation of eligible participants. The amount charged to operations for contributions to this plan was \$144,636 and \$157,524 for the years ended June 30, 2016 and 2015, respectively.

NOTE 4 - HEALTH BENEFITS

The School contributes to Kaiser Permanente on behalf of its employees. The amount charged to operations for contributions to this plan was \$146,889 and \$143,496 for the years ended June 30, 2016 and 2015, respectively.

NOTE 5 -DONATED SERVICES

During the year ended June 30, 2016, donated rent valued at \$120,000 was provided to the Organization by a local non-profit entity. The value of this rent was based on fair market value of the property rents in the area. This donated rent meets the criteria for recognition contained in Statement of Financial Accounting Standards No. 116 and, accordingly, has been reflected in the accompanying financial statements as contributions revenue and program services expenses.



INDEPENDENT AUDITOR'S REPORT ON ADDITIONAL INFORMATION

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence as of and for the year ended June 30, 2016, and have issued our report thereon dated September 19, 2016, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Bennett & Moody, CPAs

Decatur, Georgia
September 19, 2016

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 1 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2016

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Expenditures
MAJOR PROGRAMS			
United States Department of Education			
Title I	84.010	DeKalb County Schools	\$ <u>14,231</u>
Total Major Program Expenditures			\$ <u><u>14,231</u></u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 2 - FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

<u>Federal Grantor/Pass-through Grantor/Program or Cluster Title</u>	<u>Federal CFDA Number</u>	<u>Pass-through Entity Identifying Number</u>	<u>Expenditures</u>
MAJOR PROGRAMS			
Georgia Department of Education			
Title I	84.010	DeKalb County Schools	\$ <u>16,794</u>
Total Major Program Expenditures			\$ <u><u>16,794</u></u>

See Independent Auditors' Report and Notes to Financial Statements.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
Destiny Achievers Academy of Excellence

We have audited the financial statements of Destiny Achievers Academy of Excellence (a nonprofit organization) as of the fiscal years ended June 30, 2016 and 2015, and have issued our report thereon dated September 19, 2016. We have conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Destiny Achievers Academy of Excellence's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Destiny Achievers Academy of Excellence's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the natural course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we considered to be material weaknesses, as defined above.

Bennett & Moody, CPAs

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (CONT'D)**

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Destiny Achievers Academy of Excellence's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreement, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

This report is intended solely for the information and use of the audit committee, management, others within the entity and state awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Bennett & Moody, CPAs
Decatur, GA

Bennett + Moody, CPAs

September 19, 2016

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 3 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2016

State Grantor	CFDA/Contract Number	Expenditures
State Awards		
State Nutrition-Implementation		\$ 91,529
State of Georgia QBE		<u>1,392,671</u>
Total State Award Expenditures		<u>\$ 1,484,200</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE 4 - STATE OF GEORGIA AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2015

State Grantor	CFDA/Contract Number	Expenditures
State Awards		
State Nutrition-Implementation		\$ 26,726
State of Georgia QBE		<u>1,195,339</u>
Total State Award Expenditures		<u>\$ 1,222,065</u>

See Independent Auditors' Report and Notes to Financial Statements.

DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED
June 30, 2016

No Findings Noted

**DESTINY ACHIEVERS ACADEMY OF EXCELLENCE
SCHEDULE OF FINDINGS and QUESTIONED COSTS
FOR THE YEAR ENDED
June 30, 2016**

Part I - Summary of Auditor's Results:

Financial Statements

Type of auditor's report issued:	Unqualified	
Internal Control over financial reporting:		
Material weakness(es) identified?	_____ yes	_____ <u>X</u> no
Significant deficiency (ies) identified that are not considered to be material weakness(es)?	_____ yes	_____ <u>X</u> no
Noncompliance material to financial statements noted?	_____ yes	_____ <u>X</u> no

Federal Awards

Internal Control over major federal programs:		
Material weakness(es) identified?	_____ yes	_____ <u>X</u> no
Significant deficiency (ies) identified that are not considered to be material weakness(es)?	_____ yes	_____ <u>X</u> no
Type of auditor's report issued on compliance for major federal programs:	Unqualified	
Any audit findings disclosed that are required to be reported in accordance with Sections 505 (d) (2), 505 (d) (3) or with Section 510 (a) of Circular A-133?	_____ yes	_____ <u>X</u> no

Major federal programs for Destiny Achievers Academy of Excellence for the year ended June 30, 2016 are:

<u>Program Name</u>	<u>CFDA#</u>
United States Department of Education	84.010

The threshold for determining Federal Type A programs for Destiny Achievers Academy of Excellence is \$750,000.

Part II - Findings Related to the Financial Statements: None

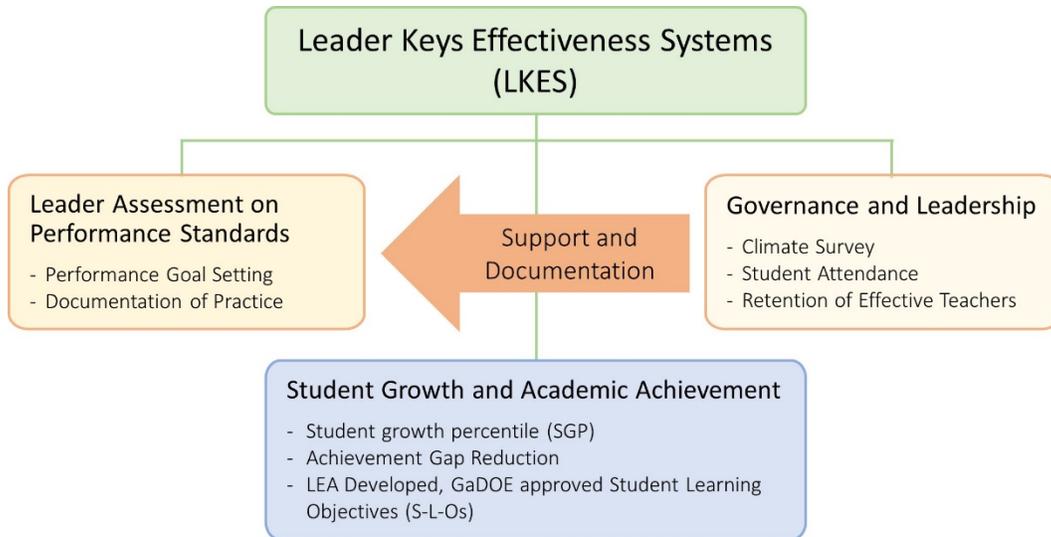
Part III - Findings and Questioned Costs for Federal Awards: Questioned Costs: None

APPENDIX 13

Evaluating The School Leader

Destiny Achievers Academy of Excellence Evaluating the School Leader

The Governance Board is also responsible for evaluating the principal and chief financial officer. The Executive Committee (chairperson, vice-chairperson, treasurer and secretary) shall use GaDOE’s Leader Keys Effectiveness System (LKES) to evaluate the principal. The infographic below summarizes LKES from which a Leadership Effectiveness Measure (LEM) score is generated for the principal by GaDOE.



Georgia Department of Education Leader Keys Effective Systems (LKES)

The Leader Assessment on Performance Standards (LAPS) contains the major instructional responsibilities of the principal, which are:

1. **Instructional Leadership** - fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to School improvement.
2. **School Climate** - promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe School climate for all stakeholders.
3. **Planning and Assessment** - effectively gathers, analyzes, and uses a variety of data to drive planning and decision-making consistent with established guidelines, policies, and procedures.
4. **Organizational Management** - fosters the success of all students by supporting, managing, and overseeing the School’s organization, operation, and use of resources.
5. **Human Resource Management** - fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

6. ***Teacher/Staff Evaluation*** - fairly and consistently evaluates School personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.
7. ***Professionalism*** - fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.
8. ***Communication and Community Relations*** - fosters the success of all students by communicating and collaborating effectively with stakeholders.

The steps for evaluating the principal's performance based on the above standards, include performance goal setting and identifying documents of practice. The Executive Committee and the principal shall set two goals at the beginning of the school year (pre-conference) based on the needs of the school and the professional needs of the principal. The school improvement plan and the results from the principal's self-assessment shall be used to develop these goals.

The principal and the Executive Committee shall identify appropriate sources of documentation that will be used to determine if these goals were successfully attained. The Executive Committee shall review multiple sources of data before evaluating the leader on the standards. The Executive Committee's evaluation shall be based on the totality of evidence and consistency in practice, both for the formative assessment in January/February and prior to the summative assessment in April/May. For example, the Climate Survey is completed by all certified and classified staff members and shall be used to inform the summative assessment as well as act as a point of reflection for the principal, generate goals for continuous improvement, and provide feedback for professional development.

The Executive Committee will ensure that the principal participates in ongoing professional development to validate teaching and learning as the central activities of the school, engage with staff and teachers to improve leadership skills, collaborate with staff to achieve organizational goals while still meeting the needs of individual staff members, use data and information in planning and decision making for continuous improvement, model effective teaching and learning processes, and find opportunities to work, discuss, and solve problems with staff.

To the extent possible, the Executive Committee shall interview the school leader who is leaving the employ of the DAAOE (resignation, leave of absence, layoff or dismissal). The purpose of the exit interview will be to: (a) ascertain the reason(s) for termination to inform and improve management practices and policies, reduce turnover, and obtain appropriate information for potential unemployment claims; (b) inform the school leader of the terms and conditions of employment affected by the separation; (c) foster good public relations by correcting misinformation and modifying negative attitudes.

Voluntary separation from employment may be initiated at any time by the school leader's submission of a letter of resignation to the governance board and will be placed in their personnel file. Involuntary separation from employment may be initiated at any time by the governance board based on the school leader inability to meet the goals set forth in the Charter Renewal Petition Application. The separation will also be reviewed by the board's attorney so that the termination will not qualify as wrongful dismissal. Upon receipt of the notice of termination by the school leader, he/she shall arrange for an exit interview with the Executive Committee. The school leader will ensure that all school property in his/her possession is returned. The following items will be reviewed with the school leader during the exit interview: final pay calculation, benefits termination and insurance continuation rights, status of payroll deductions, and address to which correspondence is to be sent.