

Charter School Name _____Peachtree Charter Middle School_____

Type ___Conversion (DeKalb County School District)_____ (Locally-approved Start-up, State Chartered Special School, Career Academy, Jointly Authorized, Virtual)

Approved by the ___DeKalb County School District___ **Board of Education on** _____, 2015

Grade Levels Served _____6-8_____

Ages Served _____11-15_____

Proposed Opening/Renewal Date _____7/1/2016_____

Proposed Charter Term _____5 years_____ (If this is a renewal petition with a term other than 5 years requested, please give the rationale for the requested term length)

Mission Statement: Through a spirit of teamwork, Peachtree Charter Middle School supports students in realizing their academic and personal dreams.

For each year of the proposed charter term, please indicate the number of pupils the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Yr 1							556	462	482					1500
Yr 2							526	556	462					1544
Yr 3							677	526	556					1759
Yr 4							703	677	526					1906
Yr 5							709	703	677					2089

Pursuant to O.C.G.A. § 50-36-1(e)(2), please complete the following Affidavit. A list of secure and verifiable documents can be found on our website. This form should be completed by the CEO or President of the Non-profit Corporation.

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract, as referenced in O.C.G.A. § 50-36-1, from the State Board of Education, 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, 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:

_____.

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 Dunwoody (city), Georgia (state).

/s/ Frances Fuller
Signature of Applicant

Printed Name of Applicant

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
___ DAY OF _____, 20___

NOTARY PUBLIC
My Commission Expires:

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CONVERSION CHARTER PETITION REQUIREMENTS

All conversion charter petitions that are submitted by a charter petitioner to the local Board must meet the additional petition requirements:

- a. **Include a statement, and evidence, that the petitioner has held the appropriate votes, by secret ballot, required pursuant to O.C.G.A. § 20-2-2064, and shall describe the procedures and outcomes of those votes. For the purposes of the vote required pursuant to O.C.G.A. § 20-2-2064 (a)(1)(A), each faculty or instructional staff member shall have a single vote.**

The vote of the parents was held on February 5, 2016, from 7:00 a.m. – 7:00 p.m. at Peachtree Charter Middle School and of the faculty on January 4, 2016, at a specially called meeting, all in accordance with O.C.G.A. § 20-2-2064 and “Eligibility Requirements and Procedures for Conversion & High School Cluster Petition Votes, dated 6/18/15” (from DCSD). Details of the vote and procedures are included in Appendix A.

- b. **A conversion charter petition shall include a statement detailing the flexibility that the conversion school shall have from the District. This statement is, of necessity, a summary of the more detailed petition. Petition references listed herein shall be considered a part of the petitioner statement.**

Peachtree Charter Middle School, a successful charter school for the last 14 years, proposes innovations in governance, scheduling and curriculum which will, among other things, engage stakeholders in meaningful governance of and service to PCMS; enable PCMS faculty to have control over benchmarking, grading, pacing, and instructional material; enable students to earn up to four high school credits while in middle school; engage all students in a STEM focused initiative, including providing a STEM Academy for interested 8th graders; and enable ELL students to receive language arts instruction at their ACCESS tier rather than their grade level. PCMS reserves the right to establish criteria for eligibility for the High Achiever program that may not be the same as established by DCSD. PCMS seeks both academic and financial flexibility from DCSD in order to pursue its goals. The three major innovations requiring waivers from state law and DCSD and state policies or procedures are:

- **Innovation in Curriculum:** implementing a STEM program that uniquely suits and helps to grow the current strengths of PCMS, including allowing 8th grade STEM students the opportunity to leave PCMS with up to four high school credits.
- **Innovation in Scheduling:** changing how teachers and students interact and use their time – responding to the diverse learning needs of all PCMS students, leading to proficiency in subject matter.
- **Innovation in Governance:** changing planning and decision-making to grow involvement and engagement by all stakeholders in PCMS, utilizing their professional skills and personal strengths.

1. A description of how resources will be managed.

Resources will be managed by the PCMS Principal and the Board of the PCMS Foundation (the “Board”). The Board does not intend to decrease the authority of the principal, but will provide input in decision making.

2. How human resources will be managed and personnel evaluated

PCMS personnel will remain DCSD employees and as such will be managed and evaluated per DCSD policy. Exceptions related to the selection and evaluation of the Principal are outlined in Appendix H.

3. The extent to which parents, community members, and other stakeholders will participate in the governance of the school

Parents, community members, and faculty and staff will participate in the governance of PCMS through the Board, including through its committees under the Parent-Teacher Charter Council (the “PTCC”), and through its Partners in Education.

4. Any other innovative practices the school intends to implement

PCMS will work in partnership with DCSD to develop and implement procedures so that DCSD is able to identify actual costs at the school level and define system modifications to permit tracking at the school level. Underlying this statement is a spirit of partnership in which PCMS

seeks to collaborate with DCSD to fulfill the terms of the charter contract. Being the first conversion charter school under the new SBOE charter policy requires new thinking and flexibility, as many things cannot be anticipated. PCMS believes it has proven to be a trusted partner over the past 14 years of charter terms and looks forward to continuing that role.

The petition shall describe all policies, procedures, and practices the school intends to implement and how this will materially distinguish the conversion school from the school's pre-conversion model.

In responding to the 2015 DCSD Charter School Petition Guidelines in this document, all policies, procedures and practices that PCMS intends to implement have been described, with the understanding that not all policy and procedure needs can be anticipated as state law, SBOE rules, and DCSD policies and procedures evolve. Implementing the innovations proposed in the petition will materially distinguish PCMS from its pre-conversion model in 2001 by allowing PCMS the academic flexibility and freedom from ever changing DCSD policies, and creating a 501(c)(3) Foundation to participate in the governance and financial support of PCMS. A representative, but not exhaustive, list of these differences is:

- A 501(c)(3) Foundation which participates in the governance and financial support of PCMS, together with a Parent-Teacher Charter Council which acts as the operational arm of the Foundation
- An 8th grade STEM Academy whose students are able to earn up to four high school credits (foreign language, math, science, and engineering) and which has a flexible day/grouping schedule based on projects and the individual needs of students
- The ability to determine benchmarking, pacing, grading, and instructional resources which support the needs of the PCMS students without regard to changing policies of DCSD
- Language arts instruction for ELL students based on ACCESS tiers rather than academic grade
- STEM focus for all grades including an integrated STEM activity every nine weeks

Executive Summary

Charter School Name **Peachtree Charter Middle School**

Vision Statement

“Et discite a schola ubi omnis studiosum ius spiritualem illorum.”

A school where every student is inspired to learn and empowered to excel.

Mission Statement

Through a spirit of teamwork, Peachtree Charter Middle School supports students in realizing their academic and personal dreams.

Grade Levels and Ages Served:

Peachtree Charter Middle School (“PCMS”) is a DeKalb County School District (“DCSD”) conversion charter school, and is a nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia, which is not home-based and which is located in the facility listed herein.

PCMS shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, sexual orientation, marital status or for special educational services.

Furthermore, PCMS shall not discriminate on any basis that would be illegal if used by a school system.

Peachtree serves approximately 1,500 students ages 11-15 in grades 6 through 8.

Original Opening Date July 1, 2001

Term of the Charter: This Charter shall commence on July 1, 2016 and shall expire at midnight, June 30, 2021, unless terminated pursuant to the terms hereof.

Innovation and Flexibility

Peachtree Charter Middle School’s original innovations have, over time, become standards for our county school system. Now we want to raise the bar and continue to operate beyond the bounds of a traditional public school. Our goal is to elevate student achievement through nontraditional use of the school schedule, professional instructors, community resources, and curricula and materials. Students do not fit into cookie cutter molds. We will offer a diversified curriculum to meet the needs of all levels of learners. We are going to incorporate a STEM Academy into our curriculum to challenge our high-

achieving learners giving students an opportunity to graduate middle school with four high school credits. The STEM emphasis will continue with the introduction of HATponics, a sustainable agriculture system, at all grade levels (further description can be found in the Appendix). We will also restructure our English Learner classes by delivering English/Language Arts instruction through classes where EL students are grouped according to their ACCESS tiers rather than the traditional grade level groupings. Peachtree will utilize the STAR Reading and Math universal screeners to identify students who need additional support in reading and math. These lowest performing students will be “triple dosed” in reading and/or math using core instruction time, ELT, and connections. We bring together almost 1500 different learners and push them towards relatively narrow state and national standards for performance. The solutions to achieving success must be as flexible and diverse as our students.

The Principal, Board of the Peachtree Charter Middle School Foundation (the “Foundation”), and Executive Council of the Parent Teacher Charter Council (the “PTCC”) will monitor, survey, research, and obtain funding as necessary for strategies designed to meet the needs of our students, even those that depart from traditional DeKalb County resources and programs. We will exercise our Charter flexibility to select programs and curricula which fit the needs of our students and diverse population. Further details on the requested flexibility are contained within this Petition.

Academic Progress, Student Growth, & CRCT/Georgia Milestones Scores

During the previous charter term, PCMS met AYP requirements in all years but 2011. In 2012, the State of Georgia began using the College Career Readiness Performance Index (CCRPI) for the evaluation of schools. As indicated in the chart below, PCMS outperformed the averages for the State of Georgia and DeKalb County in every year since the CCRPI was implemented.

CCPRI Year	PCMS	DeKalb	Georgia
2012	81	73.5	73.8
2013	72.8	59.9	74.6
2014	80.2	65.5	73.8

The academic goals of the charter were to increase the percentage of students scoring meets/exceeds on the CRCT. The charter goals were established in accordance with NCLB which required 100% of the students to meet or exceed standards on the CRCT by 2014. PCMS established targets to meet this requirement. While the charts below show that we did not achieve the established goals, progress has been made in achieving these goals over the term of the charter. The 2015 school year does not have available data because the state changed the assessment tool.

English Meets/ Exceeds	2011	2012	2013	2014	2015
Charter Goal	95	96	98	100	100
Actual	91.9	93.6	94.9	93.2	N/A

Math Meets/ Exceeds	2011	2012	2013	2014	2015
Charter Goal	88	92	96	100	100
Actual	81.9	85.9	83.3	84.3	N/A

Governance Structure

Parents are involved in decision-making and school governance through the Foundation and the PTCC.

During our years as a charter school, we have seen increased parental involvement with the school.

Research shows that parental involvement is a key indicator of a student’s academic and personal success.

The governance structure of Peachtree includes the building level leadership, the Board of the Foundation and the PTCC Executive Council. The primary responsibility of the Principal is the daily operation of the school. The Foundation’s primary responsibility is the long-term educational goals, community involvement, fiscal support of the school, and oversight of the PTCC Executive Council, which is the operating arm assisting the principal with the daily operations of the school. The charter of Peachtree Charter Middle School is held by the Peachtree Charter Middle School Foundation, a non-profit organization.

Finance

Primary funding for PCMS is provided by DCSD. The 2014-15 PCMS school audit conducted by DCSD showed financial stability. No exceptions were found. The Foundation provides supplemental funds through an Annual Fund campaign and maintains a \$100,000 Reserve Fund. Neither a Breach of Contract Notice nor termination proceedings were issued or initiated with respect to the current charter.

CHARTER APPLICATION

(All question numbers are in accordance with the DCSD Charter Petition guidelines. These numbers may not always correspond with those from the State Charter Petition guidelines.)

I. THE CASE

1. Why do you want a charter?

- a. What is your motivation for applying to be a charter school?

Our goal is to elevate student achievement through nontraditional use of the school schedule, highly-qualified instructors, community resources, and curricula and materials. PCMS needs the flexibility of charter status to best serve our diverse population (see chart below).

Demographics	<u>State of Georgia</u> (from 2014 CRCT Report)	<u>DCSD</u> (from 2014 CRCT Report)	<u>Peachtree Charter Middle School</u> (2015-16 enrollment)
Asian/Pacific Islander	3.1%	4%	8%
Black	37.5%	74.2%	15%
Hispanic	9.9%	9.2%	28%
American Indian/Alaskan	0.2%	0.1%	.01%
White	45.9%	9.8%	46%
Multiracial	3.3%	2.7%	3%

PCMS has been operating as a conversion charter since 2001. Since the latest renewal in 2010, the student population has increased by 16% and the Hispanic population has increased by 8%. Despite these changes, student performance has continued to increase. Petitioner believes this is due in large part to the academic flexibility accorded to PCMS under the existing charter. Because of the existing charter, PCMS has been able to determine, among other things, the pacing, benchmarking, and grading which it believes is integral to student success. Over the last 14 years, PCMS has been consistent in its academic growth despite the ever changing personnel, policies and procedures of DCSD. Without the protection of the existing charter, this would not have been possible. There are

numerous examples of DCSD mandated changes which PCMS believed would be to the detriment of its students, but which PCMS was able to avoid because of the protection afforded by the existing charter. In order to continue on the path of increased student achievement, PCMS needs to maintain its present academic freedom and remain free of the constantly changing policies and procedures of DCSD and its one size fits all approach.

- b. What will you be able to do with a charter that you cannot do without a charter?

Peachtree Charter Middle School seeks a broad flexibility with respect to the structural autonomy of the school. It seeks a limited flexibility waiver with respect to the financial autonomy of the school. As indicated in paragraph 1.a. above, PCMS has already had experience with policies and procedures which DCSD would have imposed upon PCMS had the charter not been in effect to allow PCMS to waive out of such requirements.

The school's original innovations of daily world language and physical education instruction continue to be part of the ongoing curriculum. PCMS has expanded the role of physical education in the school by originally partnering with Georgia State University – HOPE (Health Optimizing Physical Education) to provide funding for both before and after school intramurals led by the physical education faculty. Now we want to exceed the bar and continue to operate beyond the bounds of a traditional public school. We bring together more than 1,500 different learners, over 25% of whom come from homes where English is not the primary language, and push them towards relatively narrow state and national standards for performance. The solutions to achieving success must be as flexible and diverse as our students.

We are incorporating a STEM Academy into our course options so that 8th grade students interested in careers in those fields will have the opportunity to leave middle school with up to four high school credits (science, engineering, math, and foreign language). The Academy goes beyond simple coursework or units connecting science, technology, engineering, and math. Students in the Academy will pre-test each unit of instruction. If

they demonstrate mastery of the unit through the pre-test, they will be able to use the instructional time to explore other subjects and areas. As a result, the actual county mandated “seat time” may be less in one subject and more in another. The program essentially creates a school within a school

In addition to the STEM Academy, PCMS will introduce a schoolwide STEM focus around the HATponics project (see Appendix F). Peachtree Charter Middle School will partner with HATponics Inc. as part of the STEM initiative. HATponics is dedicated to the advancement of sustainable agriculture education in the school system. HATponics provides custom-built aquaculture tanks with different types of grow beds, designed individually for the needs of each school. The aquaponic lab is a self-sustainable ecosystem to raise fish for fertilizer. The fertilizer will provide the nutrients needed to enhance the growth of our plants. Each grade level will have the opportunity to improve the system's functionality and resolve real-world problems such as food desertification. With this intense focus, PCMS hopes to become the first middle school in Georgia to receive schoolwide STEM certification.

PCMS will restructure our English Learner classes. Traditionally students in middle school take courses based on their current grade level. To better meet the needs of the EL students, we will build the EL classes for English/Language Arts based on students ACCESS tiers instead of grade.

PCMS will utilize the STAR Reading and Math universal screener scores to identify students needing additional support in reading and math. Once identified, the Extended Learning Time for students will be adjusted to meet their strengths or deficiencies.

Additionally, students scoring in the bottom 25% on either STAR Reading or STAR Math will be assigned to math or reading support classes so they receive a “triple dosing” of the content – core class, ELT, and connections.

In order to provide an instructional environment which best meets the needs of its students, PCMS will determine the curriculum pacing, grading policies, and benchmark tests for its students, with the Georgia Standards of Excellence as the guiding curriculum, but heavily supplemented with integrated STEM activities. In addition, Peachtree will be able to select the instructional resources which best meet the needs of its students.

PCMS needs to have increased site flexibility with staff contractual hours including after-hours conferences, Saturday academic remedial/enhancement programs for students, inclement and evening community programs in order to allocate staff support at the times most needed for the students.

In order to ensure PCMS students receive instruction from the most highly-qualified teachers, PCMS needs to be able to hire its instructional and administrative personnel without regard to any DCSD priority reassignment policy. Without prior approval of the Principal, DCSD may not place any teacher or administrator at PCMS.

Students need the knowledge and exposure gained from learning on field trips. As a result, PCMS may schedule field trips at any point from the start of school until the end of school.

- c. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved with the school.

- i. Describe in detail the community support for this school and the need for this particular school in the community it will serve.

Support for the initial conversion charter petition was evidenced beginning in 1999.

This support has continued through each of the charter renewals. The Charter Renewal Committee for this petition began meeting in the spring of 2014 and consisted of eight parents and fourteen members of the staff. To best serve the diverse population of PCMS, the community needs a school with the added flexibility a charter will provide.

- ii. Requirement to provide a copy of the petition signed by parents/guardians of school-age children eligible to attend the charter demonstrating they would consider enrolling their child in PCMS

As a conversion charter, all students in the Dunwoody Cluster attendance zone attend PCMS. These students have no other public middle school option and therefore, this requirement is not applicable.

- iii. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.

Through the efforts of the Foundation and the PTCC, PCMS has connected with 14 Partners in Education (listed in iv below). The Foundation will seek financial support from additional local businesses and organizations in order to provide educational enhancements such as USA Test Prep programs, reading materials, staff development and First in Math; however, as a DCSD conversion charter, PCMS is not dependent on the financial support from any outside organization to operate the school.

PCMS also seeks partners to support the Science, Technology, Engineering, and Math (STEM) initiative and certification process.

- iv. A list of the organizations that have committed to partner with PCMS and the potential nature of the partnerships is listed below. Evidence of support from the partners is attached in Appendix E.

PCMS currently has 14 Partners in Education that support the operation of the school by providing services. In turn, PCMS advertises our partners in the school and to the community by recognizing them in the weekly newsletter and on the school marquee. PCMS Partners in Education include: Bank of North Georgia, Chik-fil-A, Domino's, Huntington Learning Center, Jersey Mike's-Dunwoody, Kaplan Orthodontics, Kroger-Orchard Park, Northside Hospital, Pearle Vision-Perimeter, Plantation South of Dunwoody, Rita's Italian Ice, Rotary of Dunwoody, Shane's Rib Shack and Subway-Dunwoody Hall. PCMS has benefitted by these partnerships through direct donation of money and supplies as well as being provided with the opportunity to host fundraising events at many of these locations.

PCMS also currently partners with the Navy's SeaPerch program, Georgia Institute of Technology Research Institute, and HATponics Sustainable Agriculture. These organizations provide opportunities for educational competitions, materials, curriculum development and other on-going support for the STEM initiative.

- d. What is the mission of PCMS? How does it support the legislative intent of the school's program to "increase student achievement through academic and organizational innovation?"

Through a spirit of teamwork, Peachtree Charter Middle School supports students in realizing their academic and personal dreams. Peachtree strives to be an innovative model of academic excellence that prepares students to thrive in an evolving world.

In support of this mission, PCMS implements a curriculum that discovers and supports the special characteristics and unique learning styles of each student, helping them to recognize their abilities and build upon their strengths.

PCMS also challenges students in all areas of development. Through rigorous academic and enrichment programs, we encourage our students to become compassionate individuals and critical thinkers able to communicate their ideas.

Charter status allows the flexibility needed to schedule a range of exploratory opportunities for students by allowing them to participate in music, technology, and year-long physical education. In addition, 7th and 8th grade students are provided the opportunity to pursue a foreign language path which, if satisfactorily completed, earns a high school credit. As a result, students develop skills and explore interests that engage them in school and promote lifelong learners. Research shows that students who are more engaged in school perform better academically and have improved school attendance. Year-round physical education promotes healthier students who are then better prepared for class and for a healthier life as adults.

- e. Specific examples and documentation regarding programs that would be offered by PCMS that are not offered in any existing schools in DCSD.

A list of specific examples of programs that will be offered at PCMS that are not offered in any existing schools in DCSD is provided below. Further documentation is provided in Appendix F.

- Yearlong art class for HS credit
- HS Physical Science for 8th grade STEM Academy students
- HS Engineering for 8th grade STEM Academy students
- ELL grouping based on ACCESS scores rather than academic grade level
- HATponics – UN Build (Hydroponics, Aquaponics, and Terraponics farming methods) – STEM program for all grade levels
- Sports: Soccer (spring) and Volleyball (fall) for students not eligible to play at the high school JV level

II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. What are the PCMS performance objectives for the proposed charter term?

PCMS acknowledges that in addition to the objectives set forth below, the CCRPI and Beating the Odds goals identified in Attachment B are made part of this charter contract.

- a. Increase by 2% per year the percentage of 8th grade students passing all core content areas (ELA, math, science, and social studies) AND scoring proficient or higher on all Georgia Milestones.

Baseline 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
73.6	no data available	75.6	77.6	79.6	81.6

- b. The average of the Achievement Gap Change scores as indicated on the CCRPI will increase by 2% each year.

Baseline 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
73%	no data available	75%	77%	79%	81%	83%

The baseline score is taken from the 2013-14 CCRPI data.

- c. The average of the Achievement Gap Size score as indicated on the CCRPI will increase by 3% each year.

Baseline 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
40%	no data available	43%	46%	49%	52%	55%

The baseline score is taken from the 2013-14 CCRPI data.

The goals listed in sections a, b, and c in large part revolve around the same underlying causes.

The following strategies are designed to address each of these goals.

- Students scoring below the 25th percentile in reading or math on the STAR universal screener will be placed in an additional math or reading class during ELT and an additional math or reading support class during connections.
 - ELT reading and/or math support for all students will be targeted at the weakest areas identified by the STAR diagnostic report.
 - Conduct Parent Academies targeting families of students scoring below the 25th percentile in reading or math on the STAR universal screener inviting them to participate in sessions regarding parental engagement in education.
 - Conduct student led conferences using portfolios to have students monitor progress towards standards in core classes.
 - Teachers will hold a minimum of two tutorial sessions per week.
 - EL learners will receive English/Language Arts support in classes grouped around ACCESS scores rather than assigned grade level.
 - EL learners will be provided additional support through twice weekly after school tutorials.
- d. Increase by 2% per year the percentage of 8th grade students earning one or more high school credits AND scoring at proficient or higher on all Georgia Milestones.

Baseline 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
29.6	no data available	31.6	33.6	35.6	37.6

- Establish a STEM Academy for 8th grade students in which students will earn a minimum of two high school credits.
 - Provide a yearlong art course for 8th grade students in which students will earn a high school credit.
- e. The average score for Standard 8 – Academically Challenging Environment on the Survey of Student Instructional Practices will increase by .05 each year.

PCMS recognizes students learn best when expectations for learning are high. Currently, student’s perception of this is measured by the results of the Survey of Student Instructional Practices. Using this .05 growth rate, PCMS school-wide scores for Standard 8 should be as follows:

Baseline 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2.17	2.22	2.27	2.32	2.37	2.42

- Using weekly content level meetings, teachers will identify strategies they currently use which interfere with the creation of an academically challenging environment.
- Using weekly content level meetings, teachers will identify strategies which they can begin using to increase the academic challenge of the class. At subsequent meetings, they will report their personal experiences with the strategy and discuss the impact of its use.
- During instruction, teachers will use academic vocabulary appropriate to their subject.
- Using monthly grade level professional learning communities, teachers will examine personal behaviors which convey negative expectations to students and based on this self-assessment develop strategies to create an environment which encourages students to have high expectations for themselves.
- Peer coaching will be provided to faculty members whose Standard 8 score is below 1.6.

3. How will the PCMS governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?

- a. What assessments will the school administer to obtain performance data for each student.

Iowa Test of Basic Skills (ITBS)
Cognitive Abilities Test (CoGAT)
EOG Milestones
EOC Milestones
PSAT
ACCESS
GAA
STAR Math
STAR Reading
Teacher designed pre and post unit assessments
Classroom tests and quizzes

PCMS administration and staff will use the assessments listed above to establish baseline data, set academic performance goals, and monitor student growth towards those goals. This will be examined for trends with respect to the school, an instructional team, an individual teacher, and an individual student.

- b. Describe how PCMS will obtain baseline achievement data.

All students will take the STAR universal screener during the first three weeks of school in order to gather the baseline data. In addition, faculty and administrative staff will examine the prior year's EOG Milestones when data is available. Administration and staff will also analyze data with respect to course completion of individual students.

- c. Describe how PCMS will benchmark student growth.

Continuous monitoring of student progress on the STAR universal screener will allow stakeholders, including the students themselves, to determine whether students are on track to meet their goals and growth targets. Each student will be expected to demonstrate progression towards a mean growth of 40% by the end of the academic year. Student conferencing at the end of each 4.5 week grading period will allow students, parents, and teachers to monitor the student's progress toward the goal of mastering subject level material and meeting course completion requirements.

- d. Describe plans to formally and informally assess student performance in the core academic areas.

Student performance in all areas will be assessed both formally and informally through teacher and grade level department created instruments. The results of these assessments will be used to identify topics which need reinforcement or acceleration.

- e. How will PCMS work with the local school system to participate in all state-mandated assessments?

All state-mandated tests will be taken in accordance with state and district guidelines.

PCMS will honor the DCSD testing calendar.

- f. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.

Please see paragraph 3.a. for information on instruments to be used to diagnose student strengths and weaknesses. Teachers individually and within the grade level department will examine this data to inform their instructional practices. As areas of need are identified (i.e., mathematics and measurement, science and vocabulary), administration and staff will seek out additional resources and professional development to address these deficiencies.

- g. Describe PCMS plans for using assessment data to monitor and improve achievement for all students over a set period of time.

As additional data is received over the course of the year, PCMS will adjust academic programs to meet the needs of the students. For example, PCMS will realign ELT groupings and math and reading support classes based on fall and winter STAR data.

- h. Describe how PCMS shall comply with the accountability provisions of O.C.G.A. 20-14-30 through 20-14-41 and federal accountability requirements.

PCMS will take action to comply with accountability and assessment provisions of O.G.C.A. § 20-14-30 through § 20-14-41. Examples include but are not limited to:

- i. Providing for appropriate levels of interventions through activities such as tutoring, mentoring, remedial services, or specific research-based instructional practices for

students at risk of not meeting state standards, including, when funds are available, Student Success tutors and tutorials for EL students through Title III.

- ii. Providing for intense remediation of students failing the EOG Milestones prior to their retest date, including Saturday school and in-school remediation blocks in lieu of regular academic classes.
- iii. Providing for “triple dosing” of instruction in the areas of reading and math through the core class, ELT, and reading or math tools during connections.
- iv. Providing appropriate levels of intervention for students needing enrichment such as differentiating instructional levels to provide more rigor or modifying assessment methods or expectations.
- v. Collecting appropriate data, analyzing the aggregated and disaggregated data, and utilizing the data to inform instructional practices.
- vi. Providing data requested by DCSD to support statewide reporting mandates and to support strategic planning for DCSD and oversight of PCMS.
- vii. Complying with any state performance audits conducted of DCSD schools and making data and stakeholders available for such audits.
- viii. Continuing to raise achievement and close the achievement gap by using data from statewide assessments such as CCRPI to set goals and action plans for improvement.
- i. Describe how PCMS 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.

PCMS will comply with federal accountability requirements, and participate in all mandated statewide assessments. PCMS will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Model, and other state and local guidance on assessment.

- j. Describe how staff from PCMS will attend required test administration training held by DCSD.

Staff from PCMS will attend required test administration training held by DCSD and administer such tests in compliance with the requirements set forth by the state and DCSD,

4. What specific actions will the PCMS management, instructional leadership, faculty and staff take to ensure student performance objectives are met during the proposed charter term?

Through staff development and innovative programming and scheduling, PCMS will ensure student performance objectives are met during the proposed charter. As further described throughout this Petition, PCMS intends to “triple dose” students in the lowest percentiles in reading and math so they receive instruction for three periods a day in their weakest areas. PCMS is instituting a STEM Academy and yearlong art where students enrolled in those courses can earn high school credits in Foundations of Engineering and Physical Science, in addition to any credit they may earn in a world language or math (if on the Accelerated Math path). A general description of the Foundations of Engineering, Physical Science, and yearlong art class can be found in Appendix F. The HATponics program described in Appendix F is a unique science program which involves all students, from resource students through gifted students, at all grade levels. This emphasis on science and math will include lab-based problem-solving activities building connections in all content areas and help us close the achievement gap between our subgroups. By grouping our EL learners by ACCESS scores rather than grades, we can help them move at a pace and in a manner more suited to their language development. These innovations are appropriate for PCMS because of the need to educate students from such diverse backgrounds. Because PCMS is not a Title I school and does not receive additional funding for afterschool remediation, the ability to allow the administration to provide teachers with flexible work hours in order to enable additional support outside of the regular school day is very important. Unless additional funds become available, PCMS will maintain the teacher-to-student ratios required by DCSD. PCMS will implement the Georgia Standards of Excellence as its guiding curriculum, but will be heavily supplemented with integrated STEM activities.

5. What are Peachtree’s plans for educating special populations?

PCMS will educate all special populations in accordance with state and federal laws, rules and regulations related to serving students with special needs, including but not limited to: Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA).

Students with disabilities will be identified through the Student Support Team referral process currently in place. The team will consist of the SST Coordinator, the school psychologist; the lead teacher for special education (“LTSE”); a counselor; teachers; and the student’s parents. Students who are identified as underperforming through the Response to Intervention (RTI) problem-solving process will be monitored in the general education environment. Research based interventions will be utilized by the classroom teacher and the intervention will be modified according to the student’s progress and the response to the interventions. Referrals to SST may be made by teachers, counselors or parents.

Special education services will be provided to eligible students in compliance with all federal and state laws, rules and regulations. The LTSE will oversee the delivery of services to students with special needs. The student, their parent(s), teachers, counselor and itinerant specialists will work collaboratively to develop an Individualized Education Plan (IEP) detailing academic strengths, needs, services, parent concerns, transition plans, supports and accommodations, including those related to medical and dietary needs. Where appropriate, the IEP team will include a behavioral intervention plan as part of the overall IEP. Individualized goals will be set according to student needs and will be monitored by a special education teacher/case manager. Parents will receive documentation of their student’s progress in meeting those goals whenever progress reports are issued. Meetings to update IEPs will be held at least annually or when a parent or teacher feels it in the best interest of the student. IEPs will be implemented as written, reviewed annually, and updated according to federal law. A continuum of services, such as one-on-one and small group instructional settings, will be provided for students with disabilities to ensure each student is provided with FAPE (Free Appropriate Public Education), and served in the least restrictive

environment. Students with special needs will be assessed according to state requirements including Georgia Milestones, SLOs, and GAA, as appropriate. Students will receive both classroom and testing accommodations according to their IEPs. Students with special needs will continue to come from the PCMS attendance area as well as be eligible to be selected through PCMS charter school lottery.

The role of the teacher is of critical importance in the implementation of any IEP. As a result, PCMS teachers, as appropriate, will receive ongoing training in such areas as working in a collaborative classroom and de-escalation strategies.

6. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.

Gifted and talented students will be identified in accordance with state and federal laws and will be provided instruction in a content-based program by teachers who have gifted certification.

PCMS will continue to comply with DCSD policies for gifted and talented students. PCMS has a site-based Gifted Liaison who coordinates the identification and assessment of students, whether through the required testing of 7th grade or as requested for students who were not enrolled during the ITBS/Cogat testing in prior years in order to determine who may qualify for the gifted program. Seventh grade students will be administered the ITBS and CoGAT to identify students for placement in the gifted and talented program. Families new to DCSD may request special testing for the gifted and talented program after a six week residence at PCMS. Initially, identified students, whether through PCMS screening or prior elementary school placement, will be placed in gifted classes in the four core subjects (ELA, math, science, and social studies). Failure to maintain a B or higher average in a subject for two consecutive semesters results in the removal of the student from the gifted class in that subject only.

The Gifted Liaison also works with the Assistance Principal of Instruction and the counselors to ensure the gifted services are delivered effectively. All students are eligible to be identified as gifted including ELL and Exceptional Education students, economically disadvantaged, and

minority students. The Gifted Liaison schedules appropriate testing if the student and parent agree (SBOE 160-4-2-.38), monitors progress of students in the gifted program and, together with administration, encourages PCMS teachers to seek gifted certification. (PSC Rule 505-2.107) For 8th grade students who have an identified gift as evidenced by a submitted portfolio and interest in art, a yearlong art class which provides a high school credit will be provided during one of the connections periods.

7. Describe how PCMS will provide state and federally mandated services for students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.

PCMS 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 (ADA) and the Individuals with Disabilities Act (IDEA).

In accordance with the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA, PCMS will do the following:

- Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies and use DCSD forms for SST.
- Establish a Section 504 team in accordance with state guidelines and local school board policies and use DCSD 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 DCSD for persons serving as SST/Section 504 chairpersons and special education staff.
- Comply with Section 504 by providing the appropriate accommodations and equipment.
- Immediately notify the DCSD Director of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individuals with Disabilities

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.

PCMS will utilize the services of DCSD to provide professional development training for the SST and 504 teams. As appropriate, PCMS may ask DCSD to provide technical/consultative assistance on these areas.

PCMS will adhere to all DCSD guidelines with regards to assessing students to determine needs for special education. In addition to an assessment by a psychologist from DCSD in the areas of emotional and social development, achievement, intelligence, and adaptive behaviors, data gathered during the RtI process including classroom work samples, observations and progress monitoring will be used to provide a more complete picture of the individual student's relative strengths and weaknesses. The totality of this information, together with input from parents, teachers, and school psychologists, will be used to determine whether, and what kind of, special education services are appropriate.

PCMS will monitor discipline issues regarding disproportionality and adhere to all state and federal guidelines regarding students with disabilities.

PCMS will follow all accommodations outlined in student 504 or individualized education plans.

8. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the ESEA/NCLB.

PCMS is not a Title 1 school; therefore, PCMS is not required to provide supplemental educational services as noted in SBOE Rule 160-4-5-.03.

9. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.

While PCMS is not a Title 1 school, it does provide supports designed to meet the needs of students at-risk of academic failure. These students may be identified through the STAR reading and math universal screeners, SST, teacher recommendation, or Milestones. These students receive 150 minutes of daily instruction in these weak areas – one period in the core subject, one period in ELT, and one period in math or reading support classes. Additionally, PCMS follows supports recommended through any SST process, best practices, and RtI. Progress for these students is monitored through the use of the STAR universal screeners, classroom grades, and teacher observations.

10. Describe how PCMS will provide state and federally mandated services for English Language Learners. Include any diagnostic methods or instruments that will be used to identify and assess those students.

All students whose native language, home language, or first language is other than English are screened for English language proficiency utilizing the W-APT, the state-adopted English proficiency measure (SBOE 160-4-5-.02). Appropriate support services for those students identified as not proficient according to these tests will be provided according to state and federal law. Students eligible for the Intensive English Language pullout program will be provided services by DCSD. Students qualifying for EL services, but not the intensive EL pullout program, will be provided English instruction according to their most recent ACCESS scores rather than their current grade level. Math instruction will be provided according to their STAR math scores and grade level. Instruction in the areas of math and English/Language Arts is provided according to the SIOP model. Sheltered instruction includes strategies such as cooperative learning, explicit, targeted vocabulary development, slower speech with clear enunciation and fewer idiomatic expressions, visuals, demonstrations, and hands on learning, text and homework adaptations, and supplementary materials. EL students will be taught in ELA and math in a pull out sheltered setting by faculty with an EL Certificate or endorsement. All other core subjects will be taught in an on grade level setting with their peers. All EL students are required to take the federally mandated ACCESS assessment which evaluates the extent students

have met WIDA 2012-ELD. Linguistic progress will be measured through positive movement along the ACCESS performance bands. Eligibility to exit the program will be determined according to state and federal law. Those students who exit are monitored for an additional two years by the EL faculty. EL students will be included in all curricular and extracurricular activities at PCMS regardless of their ability to speak and understand the language of instruction.

11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered.

Entry fees for academic competitions and stipends for academic club sponsors are paid for by the PCMS Foundation. All afterschool activities are held on the PCMS grounds, except for competitions which may be held at the opponent's venue. Each activity has a faculty sponsor. Unless otherwise indicated, all activities are open to students in grades 6-8.

Academic Quiz Bowl
Art Club
Blue Shadow Jazz Band
Dance Club
Drama Club
Environmental Club
Junior Beta
Math Team
No Place For Hate
Odyssey of the Mind
Patriot Press Newspaper
Patriot TV
Pep Band
Reading Bowl
SGA
Science Olympiad
SeaPerch Competition (8th grade)
Ski/Snowboard Club
Special Friends
Yearbook

Club Soccer
Club Volleyball
Baseball
Basketball (Boys)
Basketball (Girls)
Cheerleading – Basketball
Cheerleading – Football (7th and 8th grade)
Football
Track (Boys)
Track (Girls)

12. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?

PCMS seeks a broad flexibility waiver with respect to its academic plans. Pursuant to this waiver, PCMS will, among other things,

- a. select the learning resources, including textbooks, which best suit the needs of its students,
- b. establish a uniform procedure for evaluating and communicating student progress,
- c. award high school credit for high school courses based on a combination of classroom performance and EOC Milestones performance without regard to minimum seat time hours,
- d. establish any guidelines for qualification for high achiever classes (note: this is a unique designation for DCSD and is not the same as gifted qualification, the guidelines for which are established by the state).

Waiver – Instructional Materials – DCSD Policy IFA, IFA-R(2) – PCMS requests a waiver of the required use of DCSD-mandated learning resources. Using moneys allocated by DCSD for textbooks, PCMS may purchase learning resources on the schedule and from the vendors it believes best serves the students of PCMS. PCMS does not ask for a waiver of State BOE Rule 160-4-4-.10(3) regarding Minimum Requirements for Publishers.

Waiver – Grading Systems – DCSD Policy IHA – PCMS requests a waiver of any DCSD mandated grading policies. PCMS will develop and implement a uniform procedure for evaluating and communicating student progress in accordance with what it believes is in the best interests of the PCMS students.

Waiver – Awarding Units and Transferring Credit – Georgia BOE Rule 160-4-2-.48 and DCSD Policy JBC(4) – PCMS requests a waiver of the 150 clock hour for courses earning high school credit. Instead course credit will be based on a combination of classroom performance and EOC Milestones performance, if any.

Waiver – High Achiever designation – PCMS requests a waiver of any DCSD guidelines for student qualification for the High Achiever program. PCMS will develop and implement a uniform procedure for student qualification for the High Achiever program.

Waiver – High School credit courses – PCMS requests a waiver of any DCSD guidelines for student qualification for high school credit courses taught in the middle school. PCMS will develop and implement a uniform procedure for qualification of students for high school credit courses.

III. ORGANIZATIONAL OBJECTIVE, PLANS, AND WAIVERS

13. State Peachtree’s Organizational Goals and Measures.

a. All members of the PCMS Foundation Board and PTCC Executive Council will participate in governing board training.

- All (100%) members of the Foundation Board and PTCC Executive Council will participate in an annual training on effective charter school governance and which also covers areas of identified needs for PCMS. This training is to be provided by a charter school board governance training provider approved by the Georgia Board of Education pursuant to Rule 160-4-9-.06 and its guidelines.

b. The average score for Standard 7 – Positive Learning Environment on the Survey of Student Instructional Practices will increase by .05 each year.

PCMS recognizes students learn best when they are in a positive learning environment.

Currently, this is best measured by the results of the Survey of Student Instructional Practices. Using the .05 growth rate, PCMS school-wide scores for Standard 7 should be as follows:

Baseline 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
2.26	2.31	2.36	2.41	2.46	2.51

- PCMS will institute Positive Behavioral Intervention Groups. These groups are composed of 6-8 students whose behavior causes disruptions in the learning environment. Each grade level will have a designated group of students selected according to the highest number of discipline referrals and teacher concerns. Students will participate in counselor-led group activities in which they must learn to engage with each other and communicate effectively to complete group objectives. During and after each activity, the participants and counselor will discuss the effective behaviors, ineffective behaviors, and ways to better meet the objectives. The participants and counselor will then discuss applying these problem-solving skills to their daily lives.
- All faculty will act as advisors through the Teachers as Advisors (TAA) program.
- Using monthly grade level professional learning communities, teachers will examine personal behaviors which impact the positive learning environment and based on this self-assessment develop strategies to create a more nurturing, caring learning environment for students.
- Using staff development courses, teachers will develop classroom strategies for disciplining students in a way that holds the student responsible for his or her behavior.
- Peer coaching will be provided to faculty members whose Standard 7 score is below 1.6.

c. Increase the teacher retention rate by 1% each year.

Baseline 2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
91%	92%	93%	94%	95%	96%

- The Foundation will provide grants for professional learning development.
- PTCC Executive Council will provide funds for classroom needs not otherwise covered by DCSD.
- The Foundation will provide funds for teachers to participate in daylong common planning with other teachers in their subject and grade.

- The principal will have increased flexibility with respect to staff contractual hours including, but not limited to, evening conferences, Saturday academic remedial/enhancement programs for students, evening community programs, or other activities occurring outside of the normal school day.

d. Increase the survey score in the school climate domain of the CCRPI by 2 points per year.

Baseline 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
82.989	no data available	85	87	89	91	93

- All certified staff will participate in staff development on the school-wide discipline plan. Teachers will be assessed on their effective use of the plan through the standard evaluation procedures of the Teacher Keys Effectiveness System.
- All certified staff will participate in staff development to assess the school-wide discipline plan and make recommendations to the School Climate Action Team.

e. Decrease the percentage of Economically Disadvantaged students serving five or more days in In-School-Suspension while not increasing the Out-of-School Suspension rate.

PCMS is targeting this group because it allows us to capture three distinct subgroups – African-American, Hispanic, and ELL. As indicated by the CCRPI, these three subgroups represent students with the highest need at PCMS.

Baseline 2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
76		66	61	56	51	46

- Establish schoolwide standard operating procedures for addressing discipline incidents according to DCSD Code of Conduct.
- Establish mentoring program for students with repeated discipline referrals. The program will focus on helping students self-discover their positive characteristics and developing strategies for dealing with conflicts whether with peers or adults.

- Professional development for all adults in the building targeted toward de-escalation strategies to deal with discipline issues.

14. What specific actions will PCMS take to achieve its organizational performance objectives?

Goal 13.a. All members of the Foundation Board and PTCC Executive Council will participate in an annual training on effective charter school governance. An effectively trained Foundation Board and Executive Council will be better prepared to fulfill their duties and responsibilities under the charter.

Goals 13.b. and d. Training on effective discipline and the impact of expectations and words on students will enable teachers to provide a more positive classroom environment for students. This training focuses on teaching faculty members to self-assess in order to improve the classroom environment.

Goal 13.c. Working collaboratively with others who teach the same grade and subject enables teachers to hear instructional strategies and facilitates critical thinking with regard to instruction in ways which they would not likely implement on their own. The Foundation Board's provision of funds to allow teachers to collaboratively plan (based on grade and content) for the next school year for an entire day provides the opportunity for teachers to more effectively plan for their students. If teachers feel better prepared and have a larger variety of instructional strategies, they will feel more confident in their jobs and be more likely to stay teaching at PCMS. In setting this goal, however, PCMS understand that it has no control over a teacher's departure due to retirement, move, or DCSD policy changes or salary reduction.

Goal 13.d. Students whose behaviors have them repeatedly being assigned to ISS do not feel engaged in school. By assigning mentors to these students, the students have someone in the building with whom they can connect and brainstorm strategies to be used when dealing with difficulties. If teachers are more effectively trained in de-escalation techniques, they can employ strategies which will allow them to avoid situations resulting in student assignment to ISS.

15. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines.

PCMS seeks a broad flexibility waiver with respect to its organizational plans. If granted, PCMS would use the flexibility to, among others,

- a. hire those highly-qualified (as defined by the Elementary and Secondary Education Act) staff members who are best suited to support the vision and mission of the Charter without regard to DCSD Priority Reassignment and who also possess strong pedagogical skills and content knowledge, and
- b. provide flexibility with respect to staff contractual hours in order to provide additional support to students outside of the normal school day.

Implementation of the policies and procedures PCMS requests requires waivers from state law and rules and county rules, including, but not limited to, the ones listed below:

<u>SBOE Rules</u>	<u>Georgia Statute</u>
160-5-1-.02 School Day and School Year for Students and Employees 160-4-5-.02 Language Assistance Program for Limited English Proficient (LEP) Students	§ 20-2-159.4 Policies and guidelines for awarding units of high school credit based on demonstrated proficiency § 20-2-290 Organization of schools, employment of school administrative managers

Waiver - School Council - Peachtree requests an exemption to O.C.G.A. § 20-2-86 which governs school councils. Since its charter began in 2001, Peachtree has successfully functioned with the Foundation Board and PTCC Executive Council which more than meet the minimum composition requirements of the Code section. Peachtree requests that it continue to work under the auspices of the PTCC Executive Council and Foundation Board, the by-laws of which are attached as Appendix C.

Waiver – Staff Contractual Hours – Peachtree requests a waiver from any DCSD policies with respect to staff contractual hours in order to address staffing needs during activities occurring outside of the normal school day.

Waiver – Priority Reassignment – Peachtree requests a waiver permitting the principal to fill any staff vacancies without regard to any DCSD priority reassignments.

IV. GOVERNANCE

16. Describe how an autonomous governing board will make decisions for the school.

- a. The Foundation Board is currently composed of nine voting members, and the Principal and chair of the PTCC Executive Council who are non-voting ex-officio members. Each member is appointed by the Foundation Board to serve a term of two years or until such member's successor has been appointed. Any vacancy occurring in the Foundation Board may be filled by the affirmative unanimous vote of the remaining Board members even though the remaining Board members may constitute less than a quorum of the Board. When filling vacancies on the Foundation Board, selection of new Foundation Board members will be based on identifying individuals whose areas of expertise are needed for the effective functioning of the Board and the mission of PCMS. These areas may include, but are not limited to, finance and accounting; legal and human resource services; fundraising and grant writing; marketing; community partnerships; and academic programming.

A brief description of the current members of the Foundation Board follows. A copy of each members resume is contained in Appendix B.

Chair - Fran Fuller holds a B.B.A. in Finance from Emory University and worked in Group Underwriting, Product Marketing, and Operational Training for the insurance industry for 15 years.

Treasurer - Alex Knight holds a B.S. in Business Administration with a concentration in accounting and a Master of Accountancy from the University of Tennessee. He is a CPA, Certified Financial Planner and a partner in Habif, Arogeti & Wynne, LLP.

Recording Secretary - Ellen Etheridge holds a B.A. from The College of William and Mary and an M.B.A. from Georgia State University. She worked in various finance, communications, and marketing roles for a major telecommunications company for 11 years.

Kristin Eith leads the Foundation's Annual Fund. She attended the University of Georgia and Medical College of Georgia where she received her nursing degree. She is currently a NICU nurse at Children's Healthcare of Atlanta.

Lucia Urtusastegui holds a B.A. in Marketing from St. John's University and an M.B.A. in International Business from Nyenrode University. She is the Founder and Principal of both GLC International and El Espanol, translation, interpretation and consultancy firms.

Katie Moussouri holds a B.S. in Psychology from Washington University in St. Louis. She currently works as a teacher at Chamblee Methodist Kindergarten.

Nihat Guven holds an M.B.A from University of Georgia and a B.S. in Electronics Engineering from Bogazici University in Istanbul, Turkey. He is currently the Director of Strategic Alliances for Qualys, an international provider of information security and compliance cloud solutions.

Peggy Bussert holds a B.A. and M.Ed. from The College of William and Mary, and a J.D. from the University of Toledo College of Law. She currently teaches 8th grade and Accelerated Math and brings over 20 years of experience in both regular and special education. Before returning to teaching, Peggy practiced law in the areas of corporate and public finance, working as bond counsel on numerous school bond issues.

Mollie Terry holds a B.S. in Middle Grades Education from the University of Georgia. She currently teaches 6th grade Social Studies.

The Principal and Chair of the PTCC Executive Council are ex-officio members of the Foundation Board.

B. Scott Heptinstall, Principal holds a B.A. in Secondary Education and History from Auburn University and an M.Ed. from the State University of West Georgia. He is in his seventh year as Principal of Peachtree Charter Middle School and has 18 years of experience in education in the DeKalb County School District.

Julia LeDoyen, is currently the Chair of the PTCC Executive Council. She holds a B.A. from Wake Forest University and has previously worked as a mortgage banker.

b. The PCMS Foundation is a non-profit 501(c)(3) organization responsible for accepting tax-deductible donations and execution of the PCMS charter, and is governed by a chosen not elected board of directors. The Board of the Foundation is subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open Meetings Act) and O.C.G.A. § 50-18-70 *et seq.* (Open Records Act). During the 2007-2008 school year, the Parent Teacher Association and the Governance Council for PCMS were merged into the Parent Teacher Charter Council. The PTCC now functions as an operating committee of the Foundation, the governing board of PCMS. The Foundation promotes long-term educational enhancements and manages the PTCC operating budget (the expenses of this budget are recommended by the PTCC Executive Council). Other duties include:

- Overseeing the preparation and publishing of the annual summary
- Reviewing the principal's decisions on issues and the progress of the charter goals, including curriculum and personnel
- Principal Evaluation—Principal's performance evaluation will be conducted by the DCSD Superintendent's designee. The Foundation & PTCC Executive Council will provide the principal with an advisory evaluation.
- Reviewing and presenting budget for long term objectives
- Managing long term budget of PCMS donated funds
- Funding long term objectives consistent with Charter Objectives
- Approving financial grant requests of teachers and staff
- Reviewing and approving PTCC recommendations

The PTCC Executive Council helps Peachtree achieve its mission statement by connecting the parents and teachers in decision-making through Action Teams. The current Action Teams include Finance, School Climate, Curriculum and Instruction, School Activities,

Facilities and Equipment, and Family and Community Relations. Certified staff must actively participate on an Action Team. Non-certified staff, parents and community members are encouraged to join an Action Team. See Duties and Responsibilities flow chart in Appendix G

The PTCC exists to coordinate and facilitate the efforts of school and community in order to enhance and ensure student success. It is an operating committee of the Foundation. Its responsibilities include, but are not limited to:

- Gives all members of the Peachtree community a voice and stake in the school
- Communicates to all stakeholders upcoming events, changes in daily school routine, district information provided by DCSD through social media, website, phone and paper form
- Provides leadership, direction, and support to Actions Teams to facilitate the School Improvement Plan
- Gathers ideas and feedback from Action Teams, faculty and staff, families and community
- Reviews and makes recommendations to the principal on school-wide issues—such as accountability, annual budgetary issues, space issues, programs and curriculum ideas
- With the assistance of the principal, establishes annual goals and objectives for the coming year
- Evaluates Peachtree’s Charter: policies, procedures, operations, and propose amendments to the Foundation
- Ensures all daily decisions and actions are consistent with the Charter

The Finance Action Team shall monitor the Parent Teacher Charter Council budget, and produce financial reports as required by the Foundation, Principal, Executive Council, DeKalb County Board of Education, and State of Georgia. This team will coordinate and

review financial and staff requests from other Action Teams in order to make recommendations to the Executive Council or, in the case of grants and other special funding, make requests to the PCMS Foundation for consideration. A PCMS Foundation Board member shall serve on this action team as a liaison.

All Executive Council members have the following responsibilities

- Promote communication and teamwork within the Executive Council, Foundation, school, and community.
- Communicate the ideas and concerns of Action Teams to the Executive Council.
- Champion Peachtree's vision, mission, and charter.
- Make recommendations to the principal concerning issues that affect a significant portion of the Peachtree community.

c. The Governance matrix is attached as Appendix H.

PCMS seeks increased input into the selection of the principal as well as the types and allocation of personnel positions specific to our school. With financial information provided to PCMS by DCSD, the governing board and Principal will negotiate site based changes and curriculum adjustments with the District. The Governing Board in partnership with the administration will review PCMS's school improvement plan to ensure charter innovations are implemented and charter goals met. PCMS will support enforcement of District discipline policies and requirements and review supplemental additions

d. With respect to any principal opening, the non-profit governing board will develop the charter requirement characteristics for a principal. The Board will prepare principal job description for input into the DCSD electronic employment system. DCSD will process and review all candidates and select a minimum of three highly qualified candidates to present to the Board for interviews. The Board will interview these candidates and select two finalists to present to the DCSD Superintendent. In collaboration with the DCSD Superintendent, the

Board will select the final candidate. Outside of the principal selection, the non-profit governing board will not have any say in the hiring or termination of school personnel. This responsibility will remain with the principal. The principal will adhere to all DCSD human resources guidelines and board policy regarding employment.

PCMS is seeking limited financial autonomy from DCSD. It seeks the ability to move funds between designated accounts as needs arise and without DCSD Board approval. Please see Section VI, Question 24 for further clarification.

- e. When filling vacancies on the Foundation Board, selection of new Foundation Board members will be based on identifying individuals whose areas of expertise are needed for the effective functioning of the Board and the mission of PCMS. These areas may include, but are not limited to, finance and accounting; legal and human resource services; fundraising and grant writing; marketing; community partnerships; and academic programming. The Board will seek qualified individuals from the community by announcing vacancies and needs via school electronic newsletter in various languages in order to reach all members of the PCMS community.
- f. Any Board member of the Foundation may be removed from office with cause with the affirmative vote of a majority of the Board members entitled to vote at any meeting of the Board called for that purpose. Examples of cause for removal include, but are not limited to, misuse of funds, failure to disclose any conflict of interest, and failure to fulfill their obligations as a Foundation member.
- g. All members of the PCMS Foundation Board and PTCC Executive Council will participate in an annual training on effective charter school governance and which also covers areas of identified needs for PCMS. This training is to be provided by a charter school board governance training provider approved by the Georgia Board of Education pursuant to Rule 160-4-9-.06 and its guidelines.

- h. Annual training for Foundation Board and Executive Council members will take place no later than September 30 of each school year. The process of recruiting and retaining high quality Foundation Board members is described in paragraphs 16(a) and (f) above. In addition to general board training, the board will seek specific training with respect to test and CCRPI interpretation, educational trends, involving diverse communities, and financial sustainability.
- i. There are currently no conflicts of interest. Executed Conflict of Interest forms from each Foundation Board member are attached as Appendix I. The Conflict of Interest forms shall be executed by each Foundation Board member no later than September 1 of each school year.
- j. Please see paragraph 16(b) for this information.
- k. The Principal's performance evaluation will be conducted by the DCSD Superintendent's designee in accordance with the Leader Keys Effectiveness System. The Foundation & PTCC Executive Council will provide the principal with an advisory evaluation based on feedback from the Parent Survey conducted in the spring of each school year and student achievement as measured by the EOG Milestones.
- l. The Foundation Board will closely and continuously monitor various operational, financial, and academic actions and policies. The Foundation Board will require administration, PTCC and PTCC Action Teams have clear organizational objectives which adhere to the Charter. In May the Foundation and PTCC will hold joint transition board meetings to ensure new board members are aware of responsibilities, establish an annual budget for upcoming school year, review progress of current academic programs and identify future needs.
- m. The Foundation Board is composed of a minimum of five members at least two of whom are on the PCMS faculty. The remaining members of the Foundation Board will be pulled from parents and community members. Through the PTCC, parents and community members may participate in Action Teams and provide input into the governance through those

channels in addition to attending Foundation Board and PTCC Executive Council meetings all of which are open to anyone who chooses to attend.

- n. At the beginning of each school year, PCMS parents sign a Charter agreement, attached as Appendix J, in which they agree to abide by the terms of the Charter and to volunteer 10 hours during the school year. These volunteer hours can be met through a combination of the following: attending PCMS meetings, participating on PTCC Action Teams, assisting teachers or staff, donating items, donating money to volunteering time with the Foundation. As part of the Charter, all faculty are required to participate on an Action Team of their choosing.

PCMS recognizes there are many stakeholders interested in the success of our students and school: parents, students, teachers, staff, the community, DeKalb County School Board and School District, and the State School Board. PCMS continues to depend on stakeholder involvement in its ongoing self-analysis, improvement actions, and successes.

Previous years have had volunteer hours recorded as high as 12,000, overall averaging 10,000 hours yearly for the past 6 years of the current charter.

Parental involvement is a key organizational component to our charter and is essential to student success. In addition to improved student achievement, other positive results include reduced absenteeism, improved behavior, and restored confidence among parents in the education system. A home environment that encourages learning is more important to student achievement than income, education level or cultural background.

- o. PCMS communicates to student families through weekly e-blasts during the school year and twice monthly during the summer months. PCMS will maintain a current school website with

a Google translation option. In addition, PCMS maintains an electronic marquee purchased by the Foundation which provides up-to-date news and information regarding school activities. PCMS faculty communicate with parents through phone contact, emails, and progress reports. PCMS will utilize an interpreter, speak and listen devices for all parent meetings. All written communication to PCMS stakeholders will be translated into the predominant languages such as, English, Spanish, and French.

17. Grievances

The Parent Grievance Policy should be followed for all parent complaints. Parent complaints will be addressed in a timely and consistent fashion. Disagreements should be solved whenever possible among the people most closely involved while preserving positive relationships. Parents are discouraged from becoming involved in disputes that do not directly impact them. Parents and staff are expected to be sensitive to the privacy of others. Therefore, any discussions of concerns relating to a particular situation shall be limited to the parties directly involved.

When parents have complaints or disagreements with any parties at Peachtree Charter Middle School that directly impact them, they should observe the following guidelines:

Student and Parent

1. If the complaint involves an academic or athletic situation, parents should seek to resolve the issue with the classroom teacher/teacher assistant or coach/assistant coach as is appropriate.
2. If a resolution with the classroom faculty or coach is not possible, the parent should seek to resolve the issue with the Assistant Principal or the Principal.
3. If the complaint is related to the Assistant Principal or the Principal, the parent should seek to resolve the issue with the Assistant Principal or the Principal.
4. If the complaint is with a school-wide policy or procedure that is not directly related to the Charter, the parent should seek to resolve the issue with the Assistant Principal or the Principal in accordance with DCSD policy.

5. If the complaint is with a school-wide policy or procedure that is dictated by the Charter, the parent should contact the Chair of the Foundation or its designee.
6. If resolution is not possible with any of the parties above, parents may submit complaints in writing or sign up to address the Foundation or its designee at a regularly scheduled meeting. The parent will determine if they choose to present their concern in writing only or wish to address the Council. The Council will respond to grievances, in writing, no later than 30 days after the complaint is presented to the Council.
7. Parents should remember the following when considering making a complaint to the Executive Council:
 - i. The Council will not address complaints unless steps 1 through 4 (as relevant) have been adhered to and resolution with the specified individuals has been attempted in good faith.
 - ii. The Council will not address a complaint based on hearsay or made on behalf of another parent or family or staff member.
 - iii. The Council will not address complaints that are made anonymously.
 - iv. The Council will not address specific complaints about the performance of individual school employees.
8. Students with complaints, who wish to handle their grievances themselves, will be encouraged to meet first with their teacher. If the complaint cannot be resolved, the student shall then meet with grade administrator. If the resolution is not reached, the student shall meet with the building principal. If resolution is still not reached, the student shall contact the Governing Board. Due to the age of PCMS students, the expectation is that parents will be their child's advocate.

Nothing shall go before the Governing Board which would be in violation of the Family Educational Rights and Privacy Act (FERPA), as amended, 1996, SBOE Rule 505-6-.01 – The Code of Ethics for Educators, or any other state or federal law or policy. In these situations, the

grievance would follow the normal DCSD grievance policy. This Grievance Policy is not designed to supercede or supplant federal law and parent rights under The Individuals with Disabilities Education Improvement Act of 2004 and FERPA.

Faculty and Staff

PCMS teachers will be expected to follow the DeKalb County School District's procedures and policies for filing grievances. PCMS teachers have the same rights and responsibilities under these policies as teachers at traditional DeKalb County Schools.

All employee grievances will be resolved in accordance with DeKalb County School District Board Policy GAE(2) (certified employees) and GAE(3) (non-certified employees).

Internal Conflict

Guiding principles will include good faith, full documentation, keeping the welfare of PCMS students, faculty and staff of primary importance, due diligence in investigating internal conflicts with final decision being made by a majority vote of the board.

Charter Petitioner and District

In the event, PCMS and DCSD have a disagreement with respect to the Charter which can not be resolved internally and in good faith, either party may request a low level mediation. If a conflict cannot be resolved, after appropriate due process, between the local school district and the conversion petitioner, the GDOE State Office for Policy, Charter Schools, District Flexibility, and Governmental Affairs may be contacted by either party.

- 18. An official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State is attached as Appendix D.**
- 19. The resume for each governing board member is attached as Appendix B.**
 - a. The relevant experience of each governing board member is included in the response to question 16 above.
- 20. Peachtree's Foundation bylaws are attached as Appendix C and the PCMS calendar indicating dates and times of Foundation and PTCC meetings is attached as Appendix L.**
- 21. Conflict of interest forms are attached as Appendix I.**

V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

22. Does Peachtree intend to contract, or has Peachtree contracted, with an education service provider (ESP) or other charter partner to provide management or consulting services?

No

23. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section).

PCMS Partners in Education include: Bank of North Georgia, Chik-fil-A, Domino's, Huntington Learning Center, Jersey Mike's-Dunwoody, Kaplan Orthodontics, Kroger-Orchard Park, Northside Hospital, Pearle Vision-Perimeter, Plantation South of Dunwoody, Rita's Italian Ice, Rotary of Dunwoody, Shane's Rib Shack and Subway-Dunwoody Hall. PCMS has benefitted by these partnerships through direct donation of money and supplies as well as being provided with the opportunity to host fundraising events at many of these locations.

PCMS also currently partners with the Navy's SeaPerch program, Georgia Institute of Technology Research Institute, and HATponics Sustainable Agriculture.

A detailed discussion of the partnership arrangements can be found in the Executive Summary and The Case (1)(c)(iii) and (iv). All contact information for above partners is listed in Appendix E. When partnerships are finalized, any conflicts of interest within each partnership will be disclosed to the DCSD Charter office.

VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

24. State Peachtree's Financial Goals and Measures.

a. By the end of the charter term, PCMS envisions increased financial autonomy while maintaining a strong financial partnership with DCSD. Over the term of the charter contract, PCMS may seek increased financial autonomy in areas such as transportation, school nutrition, facilities, and instructional resources; however, PCMS does not intend to seek financial autonomy with respect to human resources. All FTE funds and PCMS Foundation funds will be zero

balanced by the end of each school year, with the exception that the Foundation may maintain a general reserve and a reserve designated for long term projects.

b. PCMS will operate in a financially sustainable manner through the use of DCSD funds for all five years of the proposed charter term.

As a conversion charter, PCMS will continue to receive funding in accordance with state and county guidelines based on the timeline established by DCSD. PCMS shall remain a DCSD school and will retain all the same insurance terms and conditions and amounts of coverage and protections afforded to every other middle school in DCSD.

c. Describe the school's plans for fiscal management and specify how the school will manage budgets and expenditures.

The Principal will be responsible for the management of the budget and expenditures.

d. GaDOE spreadsheets

See Appendix P.

e. Chief Financial Officer

As a conversion charter school, PCMS will continue to use the services of the DCSD Chief Financial Officer; however, as PCMS negotiates increased financial autonomy, the need for an independent financial advisor may arise.

f. Who is responsible for the financial management of the charter?

The Principal and PCMS bookkeeper are responsible for the financial management of the charter. As employees of DCSD, these individuals should be covered under any DCSD policies.

25. What specific actions will the school take to achieve the financial performance objectives?

The Foundation holds an annual fund campaign allowing the school to retain 100% of the funds raised thereby not diverting any proceeds to a middle man (i.e., gift wrap sales).

PCMS will comply with the federal monitoring requirements for schools receiving federal funds.

In order to ensure sound fiscal practices, the following steps will be taken:

- a. An annual operating budget for the PTCC will be recommended by the Finance Action Team of the PTCC, in support of the School Improvement Plan and submitted to the PTCC Executive Council for review and approval. After which this budget will be presented to the Foundation for review and final implementation approval.
- b. The PTCC Executive Council will assign the proposed expenditures to the appropriate Action Team with the approval of the Principal.
- c. The Foundation will be responsible for the actual disbursement of any funds received through grants and the Annual Fund and CV Classic.

With respect to funds provided through DCSD, the principal and bookkeeper will comply with the financial management requirements of DCSD.

PCMS is not implementing any financial innovations.

26. Fundraising or Other Sources of Income

The annual fund campaign is led by the PCMS Foundation. While the push is during registration at the beginning of each school year, additional requests are made just before the end of the calendar year and before April 15. Donations can be made all year and may also be made online.

The IRS tax-exempt letter for the PCMS Foundation is attached as Appendix D.

27. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?

There are no waivers from the state guidelines; however, PCMS requests full autonomy over curriculum resources, including textbooks. Because we are not initially seeking full financial autonomy (see Question 24 above), the CFO of DCSD will oversee all funds received by PCMS from DCSD. As a conversion charter school, PCMS will continue to use the services of the DCSD Chief Financial Officer; however, as PCMS negotiates increased financial autonomy, the need for an independent financial advisor may arise. For purposes of the funds of the Foundation, the Foundation's treasurer will operate as chief financial officer. The Foundation's treasurer will meet the educational and training requirements for a chief financial officer under

the state charter guidelines. Because PCMS will not have full financial autonomy and functions under the CFO for the DCSD, the \$1 million bond requirement is not necessary.

VII. STUDENT ADMISSIONS

28. How will students be admitted to the charter school?

- a. Describe the PCMS targeted attendance zone.

All current PCMS students and all future students who reside within the PCMS attendance zone and/or who, together with their families agree to abide by the terms of this Charter, are automatically eligible to enroll and are guaranteed a space. The PCMS attendance zone is determined by the DCSD. Currently, the attendance zone is bounded by I-285 to the south, Buford Highway to the east, and the Fulton and Gwinnett county lines to the north and west.

- b. Please state the following enrollment priorities that apply.

Priority will be given to students in the PCMS attendance zone. If space is available, PCMS will accept students based upon the following priority:

1. Sibling of student currently enrolled
2. Child of a full-time faculty member, professional, or other employee of PCMS
3. Child of a parent or guardian on the PCMS Foundation
4. In the event there are additional spaces available, a blind lottery process conducted by DCSD will be used to select students for enrollment.

- c. Describe the rules and procedures that will govern admission and registration.

Any student residing within the PCMS attendance zone will automatically be admitted to PCMS after providing proof of residency as required by DCSD. All other admissions will be in compliance with O.C.G.A. 20-2-2066 and section (b) above. PCMS follows the DCSD admission, registration, and withdrawal process. It will not utilize unique forms for this.

- d. Describe procedures for situations if student applications for admissions exceed available space.

If the number of applications exceeds the projected number of open seats for PCMS, an automated random lottery will be conducted by DCSD for all students who submitted a timely application. Applications for such lottery can be found on the DCSD website under “School Choice Guidelines and Procedures”. Students will be placed on a waiting list in the order selected by such lottery. Such list is currently held by the School Choice Office of DCSD. This DCSD conducted and controlled random lottery ensures the admissions process adheres to legal requirements and is equitable and non-discriminatory. Parents of students selected or wait-listed are notified via mail by DCSD. Parents of selected students are also contacted via phone by the PCMS counseling office.

- e. How will Peachtree reach students representative of the racial and economic diversity in DCSD?

PCMS will utilize the DCSD school choice website, open enrollment flyers, school marquee to advertise open enrollment dates, and school choice tours to reach students representative of the racial and socio-economic diversity of the school system. The student population residing in the PCMS attendance zone is highly diverse as indicated below; however, this diversity is different from that of DCSD and is one of the reasons the charter is necessary. When over one-fourth of the student population comes from homes where the primary language is not English, the needs of the school change. PCMS needs the flexibility to address the needs created by this diversity of cultures and languages.

Demographics	<u>DCSD</u> (from 2014 CRCT Report)	<u>Peachtree Charter Middle School</u> (2015-16 enrollment)
Asian/Pacific Islander	4%	8%
Black	74.2%	15%
Hispanic	9.2%	28%
American Indian/Alaskan	0.1%	.01%
White	9.8%	46%
Multiracial	2.7%	3%

- f. How does the school plan to recruit students and maintain/increase enrollment? The enrollment application is in Appendix K.

Currently PCMS is over enrollment at all grades, and enrollment is projected to continue to increase over the next five years. Students selected in such lottery are waitlisted. In the event the school population declined and the current waitlist has been exhausted and open seats still exist, PCMS would advertise an additional lottery via local media, school website, and school marquee. An application process with strict deadlines and requirements would be utilized to establish a qualified pool of applicants. PCMS would ask DCSD to conduct an additional automated random lottery from this new pool of applicants to fill any open seats.

- g. Peachtree's proposed annual calendar and a draft of the school's schedule is attached as Appendix L.

VIII. FACILITIES

29. Describe the school facility that PCMS proposes to use.

- a. PCMS occupies an existing facility owned and maintained by the DCSD. The current building includes 34 classrooms designated for ELA, math, and social studies; 11 science classrooms, 3 classrooms designated for fine arts/world languages; 3 vocational labs; 2 instrumental music rooms; 1 choral music room; 2 physical education rooms; 3 remedial rooms (SPED); 1 alternative programs; 3 computer labs; 3 self-contained rooms (SPED); 12 portable classrooms; 1 cafeteria; 1 media center; 1 kitchen; 1 gym; administrative and counseling offices; and 3 conference rooms.
- b. Will the facility require renovations?
No, except as described in paragraph 29(d) below.
- c. What is the location of the facility?
4664 N. Peachtree Road, Dunwoody, GA 30338
- d. How does this facility meet the required space need for PCMS?

Currently, PCMS is over capacity and uses 12 learning cottages to handle the additional enrollment. Over the course of the five year charter term, student enrollment is expected to increase by over 500 students. If this estimate remains accurate, there would be a need for an additional 20 classrooms either through additional building or learning cottages. In addition, some teachers do not have assigned rooms and “float”. PCMS has historically been at or over capacity during the existing charter term. Additional learning cottages may be required due to increase in student enrollment, more effective student ratios, and other needs of the student population. In addition, PCMS would need an auxillary gym and locker space and increased serving lines in the cafeteria. These would be secured and funded by DCSD via the current process of approval.

- e. School Site Selection Form

NA

30. Does PCMS have an MOU for the facility pending charter and facility approval?

The need for an MOU between PCMS and DCSD is currently under review by DCSD. PCMS will work in collaboration with DCSD in creating this document.

31. Does PCMS have a Certificate of Occupancy for the facility?

A copy of the Certificate of Occupancy is attached as Appendix M.

32. Does PCMS have an emergency safety plan pursuant to O.C.G.A. 20-2-1185?

- a. Provide the school’s emergency/safety plan.

The PCMS Safe School Plan is attached as Appendix N.

- b. Describe how all local and state policies related to health and safety will be met.

PCMS will comply with all local and state health and safety policies, including, but not limited to, health inspections, fire safety inspections, and fire, weather-related, and intrusion drills.

IX. STUDENT DISCIPLINE

33. PCMS will adopt the DCSD Student Code of Conduct as the school’s discipline policy.

- a.** All PCMS students will be trained on the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook (included as Appendix N) annually within the first five days of school. Each year students receive a copy of the DCSD Code of Conduct and sign an acknowledgement of receipt form as required by DCSD. All PCMS students will be required to take and pass the DCSD discipline test to demonstrate understanding of the rules and regulations of the school district. Students enrolled throughout the year will follow this same procedure. The DCSD Code of Conduct describes the rules and procedures for all disciplinary actions, not just the most serious forms of discipline such as out of school suspension and expulsion. In addition, PCMS will have its own Parent/Student Handbook (included as Appendix Q) which will be in accordance with the DSCD Code of Conduct and will contain site specific information.
- b.** To support the mission of the school, PCMS will participate in the character development program defined in the Code of Conduct. Annual bullying, harassment and hazing training will be conducted with both students and staff within the first ten days of school and subsequently throughout the school year. PCMS will also provide annual training to parents on the topics of bullying, harassment and hazing.
- c.** PCMS will at all times meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons. As defined in the Code of Conduct, students with disabilities will be disciplined in compliance with federal due process procedures in the case of suspension or expulsion of more than 10 days (manifestation determination), “special circumstances” related to weapons, drugs, or serious bodily injury, and due process, or other matters covered under federal law.
- d.** PCMS will establish a dress standard. The current dress standard is attached as Appendix O.

X. OTHER INFORMATION

34. Transportation

PCMS will begin the new charter term by contracting with DCSD to seamlessly continue the transportation services currently provided to students residing in the PCMS attendance zone. The PCMS Board may investigate other transportation that meet or exceed safety requirements and are more cost-effective or responsive to local requirements. Consistent with current DCSD policy, transportation will not be provided for students outside the primary attendance zone.

35. Food Services

PCMS will continue to participate in the School Nutrition Program provided by DCSD, to include participation in the National School Lunch Program as administered by DCSD and use the food services provided by DCSD; however, PCMS reserves the right to discuss changes to the food service program if the Board deems it appropriate.

36. Legal Representation

As a conversion charter school, PCMS will remain a DCSD school and will retain all the same legal rights and representations afforded to every other school in DCSD. PCMS is remaining under the legal umbrella of DCSD.

37. Insurance

Information on insurance coverage and amounts are required in the following areas: a. General Liability, b. Errors of Omissions, c. Property/Lease Insurance, d. Auto Liability, e. Worker's Compensation, f. Theft. As a DeKalb County Conversion Charter School, PCMS will retain all the same insurance, terms and conditions and amounts of coverage and protections with respect to these enumerated items afforded to every other school in DCSD. The Foundation Board maintains Directors and Officers insurance with respect to its activities.

38. Amendments to this Charter

If at any time during the term of this charter a revision or addition is desired, the charter may be amended. Amendments to this charter can only be initiated by the PCMS Governing Board and must follow the amendment procedure detailed below:

- Proposed amendments must be in compliance with the existing Charter Schools Rule and law for the State of Georgia.
- Proposed charter amendments may be submitted at any time during the charter term, except that the charter may not be amended during the last six months of the charter term prior to renewal.
- A formal amendment to the charter must be written and presented at a Charter Council meeting for vote. The amendment vote must achieve quorum with a three-fourths (3/4) majority vote of the charter council to meet preliminary approval.
- After approval by the Charter Council, the amendment will be added to the Charter document. The amendment, and any other revisions, will be highlighted and accompanied by a cover letter explaining the amendment and its purpose (hereinafter referred to as —amended charter document!).
- The amended Charter document shall then be presented to the DeKalb County Board of Education for its approval.
- Upon approval by the DeKalb Board of Education, the amended Charter document will be presented to the Georgia Board of Education in accordance with State Board of Education Rule 160-4-9-.04 CHARTER SCHOOLS.
- Upon approval by the Georgia Board of Education, the amendment will be considered approved and effective immediately for the duration of the term of the charter.

XI. ADDENDUM QUESTIONS

- 1. Personnel – Describe a plan for organization and management of faculty, instructional staff, and other employees of PCMS. Please include a copy of the faculty handbook in the Appendix.**

At this time, complete control of personnel by the PCMS Board is not considered to be crucial to the success of implementing the charter innovations or to increased student achievement. As a result, faculty and instructional staff and other employees will remain employees of DCSD. The organizational structure of the school, including administrative and counseling assignments, are set forth in the Faculty Handbook in Appendix Q. It is aligned with DCSD policy and defines PCMS specific organization, administration, local school policies and procedures, teacher evaluation and supervision, and curriculum and instruction, among others.

2. Staff Qualifications, Recruitment, and Hiring Practices, Procedures, and Compensation

a. Describe the PCMS employment policies and procedures, including the proposed staff qualifications, employee recruitment procedures, hiring practices, and compensation.

PCMS will hire and retain only highly-qualified (as defined by ESEA) faculty members.

PCMS will follow DCSD recruitment and hiring practices, procedures, and compensation.

b. Job descriptions

PCMS will utilize all DCSD job descriptions with respect to all staff. PCMS is not employing any individual who will not be covered under one of the DCSD descriptions.

c. Describe whether PCMS will use the state salary schedule, and if another schedule will be used, provide that schedule.

PCMS will utilize the DCSD salary schedule attached as Appendix R.

d. Indicate if substitute teachers will be utilized, for which positions, and at what rate of pay.

PCMS will continue to utilize the DCSD Subfinder system to identify qualified substitute teachers for all certified staff absences. Substitutes will be paid at the rate established by DCSD.

e. A salary schedule for all certified employees should be in an Appendix.

The salary schedule for certified employees is attached as Appendix R.

f. How will the charter adhere to current DCSD policies, procedures and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation, and evaluation?

Because PCMS teachers, staff and administrators will remain DCSD employees, PCMS will adhere to the state salary schedule and DCSD policies, procedures, and standards in all areas regarding the status of district employees to include treatment, qualifications/credentials, placement, compensation, and evaluations, with the exceptions described. Exceptions related to the selection and evaluation of the Principal are outlined in Appendix H. See responses to Question 1.

2. Certification and Highly-Qualified Teachers.

Certification by the GaPSC will be required. All PCMS teachers will be highly-qualified.

3. Background Checks

All PCMS employees will be subject to fingerprinting and background checks by the DCSD Public Safety Office upon hiring, promotion, and five year anniversary.

4. Employee Evaluation

As DCSD employees, teachers will be evaluated using TKES (Teacher Keys Effectiveness System), counselors will be evaluated using GLEI, administrators will be evaluated using LKES (Leader Keys Effectiveness System), paras and non-certified staff will be evaluated using the DCSD developed non-administrative evaluation instrument..

5. State Health Benefit Plan Participation

As DCSD employees, all PCMS staff will be eligible to participate in the State Health Benefit Plan pursuant to O.C.G.A. 20-2-880 and O.C.G.A. 20-2-910 and will be offered coverage through the DCSD Benefits Office.

ATTACHMENT A – N/A – Start-up charter schools only.

Renewal Charter School Addendum – These questions were addressed in the Executive Summary at the beginning of the petition.

ATTACHMENT B

Conversion Charter Goals:

Goal 1: During each year of its first five-year charter term, the Charter School shall “beat the odds” as determined by a formula measuring expected student growth.

A. The Beating the Odds analysis is a cross-sectional, fixed effects regression model that uses the following factors from the CCRPI school-level dataset, GaDOE student record file, and GaDOE CPI¹ data.

a. Student-based Factors:

- % African American
- % Hispanic
- % White
- % Other
- % Free/Reduced Lunch
- % Students with Disabilities
- % English Learners
- % Gifted

b. School-based Factors:

- School Size (FTE)
- Student/Teacher Ratio
- School Configuration/CCRPI Score Type (i.e. Elementary, Middle, High)
- Locale Type (i.e. City, Town, Rural)
- District Performance (fixed effect)

The renewal decision at the end of the charter term will be based in part on whether the school “beat the odds” in all years of the charter term except for the year in which renewal is sought.

Goal 2: The Charter School will demonstrate proficiency and/or improvement on the CCRPI.

¹ Certified/Classified Personnel Information

- A. Measure 1: The Charter School's CCRPI score shall be equal to or better than both the State and the local district in 2015-16, and better than both the State and local district in 2016-17 and all remaining years of their charter contract.
- B. Measure 2: If the school's baseline CCRPI score (2014-15) is lower than either or both the local district and the State, the School shall have until the end of the 2015-16 school year to close the gap between the Charter School and whichever score is higher, the local district or the State.
- C. Measure 3: In 2016-17 and all remaining years of the charter contract, the Charter School's CCRPI score shall be better than both the State and the local district.

The renewal decision at the end of the charter term will be based in part on whether the school's CCRPI score was equal to or better than both the State and local district in 2015-16, and better than both the State and local district in 2016-17 and in all but the last of the remaining years of their charter contract.

ASSURANCES FORM AND SIGNATURE SHEET

(THE DCSD VERSION OF THIS FORM IS ATTACHED
FIRST AND THE STATE VERSION SECOND.)

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LEFT BLANK.



1701 Mountain Industrial Boulevard
 Stone Mountain, GA 30083-1027
 678-478-1200

Board of Education
 Dr. Melvin Johnson, Chair
 Mr. James L. 'Jim' McManis, Vice Chair
 Dr. Michael A. Erwin
 Mr. Stan O. Jester
 Dr. Joyce Morley
 Mr. Marshall D. Olson
 Mrs. Vickie B. Turner

Superintendent
 Mr. Michael L. Thurmond

Charter School Letter of Assurances

This Letter of Assurances (hereinafter "Assurances") is made effective the ____ day of _____, 20____, by and between DeKalb County School District (the "District" or "DCSD") and the petitioner of a proposed charter school: _____, in which the petitioner assures that, if approved, the following procedures and obligations will be followed throughout the term of the charter in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations. These Assurances enumerate all of these requirements and, the Petitioner hereby provides the legal assurance that the proposed charter school understands and will do these things.

Students, Academic Performance & Student Growth

1. The charter school understands that as a public school, it cannot charge tuition or fees for attendance.
2. The recruitment of students is the responsibility of the petitioner and the charter school. During the recruitment process, the charter will provide parents of potential students with accurate information about the programs, services and amenities available at the school.
3. The charter 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. Additionally, the charter school 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.
4. The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Charter School Office, or the Internal Audit Team, as needed.
5. The charter school will adopt the DCSD Student Code of Conduct, and modify this document to meet the due process needs of the school. An electronic copy of the charter school's Student Code of Conduct will be submitted to the Charter Office by August 1st, each school year.
6. The charter school shall comply with federal due process procedures regarding student discipline and dismissal.

Student Support Services

1. 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.
2. Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSD forms for SST.
3. Establish a Section 504 team in accordance with state guidelines and local school board policies.
4. Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.
5. Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies.

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6. Comply with Section 504 by providing the appropriate accommodations and equipment.
7. Immediately notify the DCSD Charter Office, upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act or §504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.
8. Hire or contract certified Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker, a licensed school nurse, and special education paraprofessionals, to provide services to eligible students (in accordance with State guidelines and DCSD policy).
9. Develop, maintain, and implement an Individualized Education Plan (IEP) for each student identified as needing special education services.
10. If the charter school does not have a certified or HI-Q identified special education teacher, the school must employ substitute teachers as required by state guidelines until a certified/HI-Q teacher is hired, and the substitute must be able to knowledgeably maintain and implement students' Individualized Education Plans.
11. Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSD policy.
12. Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law.

Governance

1. The charter school 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 Constitution.
2. The charter school's governing board members shall receive initial training and annual training thereafter.
3. The local governance of the charter school shall operate under a structure that retains a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the charter.
4. Charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.
5. No Petitioner and no member of the governing board of the Petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this school system. Nor will the board members receive payment for services as board members.
6. All meetings of the charter governance 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. (Inspection of Public Records).
7. The governing board will be held accountable for the school's operational functions including, but not limited to fiscal oversight and facilities planning.
8. The charter school's governance board members may only receive compensation for reasonable and actual expenses incurred in connection with performance of their duties.
9. The charter school will have a written grievance procedure to resolve student, parent, and teacher complaints, and a written procedure for resolving conflicts between the charter school and the local board of education.

Petitioner's Initials: _____

DeKalb County School District

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Financial

1. Any surplus funds remaining at the close of each fiscal year, may be placed in a reserve fund, but the reserves should be used to enhance the charter school's academic program, facilities, or personnel plans, in the following school years.
2. The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.
3. The charter school is subject to an audit by the District's Internal Audit Department.
4. The DeKalb County School Board requires an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-3-2065(b)(7), at the school. The financial reporting format shall be in conformity with generally accepted accounting principles.
5. The school will comply and adhere to the State's October 1 financial audit deadline, and forward a copy of the school's annual audit to the DeKalb County School District's Director of Finance and Charter Office no later than October 1st of each year.
6. The school will be responsible for providing various financial reports to the DCSD Charter Schools Office and DeKalb County Board of Education, including but not limited to monthly budget status report, monthly cash reports and quarterly statements.
7. Any financial audit findings may result in termination of the charter after review of by the DCSD Finance Department.
8. The charter school will comply with the federal monitoring requirements for schools receiving federal funds.
9. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Petitioner. The charter school shall not request any additional funds from the DCSD to cover any deficit created by the charter school and the DCSD shall not allocate funds for the charter school for the next fiscal year until the deficit has been resolved satisfactorily.
10. The charter school is solely responsible for all debts incurred by the charter school and its governing body, and the DCSD shall not be contractually bound to the charter school or to any third party with whom the charter school has a contract or from whom the charter school has purchased goods or services, except as otherwise agreed in the charter contract.
11. The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1st of its first year of operation.
12. In the event the charter school ceases operation for any reason, the charter school and its governing body shall be responsible for closing out the business affairs of the charter school. The charter school shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. Any furniture and equipment purchased with state or local funds shall be delivered to DCSD.
13. If the charter school plans to cease operation, the school will notify the DCSD Charter Office within 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Unless an emergency closure is necessary, the charter school will ensure that a transition plan is developed, and the school will close at the end of the fiscal year in which it is operating, or another mutually agreed upon date. The charter school shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.
14. The petitioner acknowledges that a charter may be terminated or non-renewed by the DeKalb Board of Education if the Board determines that the charter school failed to meet generally accepted standards of fiscal management as described by the District's financial division.

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15. The petitioner acknowledges that if, in the judgment of the DeKalb Board of Education, the charter petitioner is in material breach of one or more provisions of this charter and if such material breach is not fully rectified within 30 days after the receipt of written notice to the petitioner identifying the breach and what must be done to rectify it, the DeKalb Board shall be authorized to suspend all payments to the charter school by the District, until such breach is satisfactorily resolved, and/or pursue termination of the charter.

Facilities

1. The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Americans with Disabilities Act as Amended (ADAAA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.
2. The charter school will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will maintain a certificate of occupancy from the required government agency. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.
3. The charter school is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.
4. Any future facilities, beyond those proposed in the petition, which will be used to educate students are subject to approval by the local board of education and the State Board of Education prior to occupancy.

School Nutrition & Transportation

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

Personnel

1. The charter school shall submit the Certified Personnel Index (CPI) survey to the DeKalb County School District's Human Resources Department no later than October 1, May 1 and July 1, and other times upon request by Human Resources personnel.
2. The charter school will provide documented annual professional development for all instructional staff.
3. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Charter School instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission, and any applicable state or federal laws. Teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines and regulations of the Georgia Professional Standards Commission, and any applicable state or federal laws.
4. The charter school 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.

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5. The charter school shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS.

Administrative

1. Representatives from the charter school will attend any workshop, in-services and/or training and other meeting(s) as required by the DeKalb County School District. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school district's email system and will check the email system daily to ensure they stay informed on all required events and information by DCSD, as this will be DCSD's primary means of communication with the schools.
2. No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.
3. The charter school may not open except at the beginning of each school year. The charter may commence the school year at an earlier or later date than DCSD, however, the charter school's school year must begin no more than two weeks before or two weeks after the beginning of the District's school year.
4. The charter school shall report daily attendance to the DeKalb County School System (DCSD) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the student information system application while the charter school shall provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications that are to be produced.
5. The charter school shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The charter school shall maintain all student records on behalf of the Board during each student's enrollment in the charter school. Upon a student's withdrawal or other matriculation from the charter school, the student's educational records shall be returned within ten (10) business days to the Board's student records center for retention. The charter school shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

Maximum Flexibility

1. Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce all laws and regulations governing the health, safety, and welfare of its students.
2. Pursuant to O.C.G.A. §20-2-3065(a), the charter school will meet or exceed the performance-based goals and measurable objectives, in exchange for maximum flexibility afforded by the law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, the charter school shall comply with the terms of the Charter, the Charter Schools Act, and compliance with all applicable federal and state and local laws that may not be waived, pursuant to O.C.G.A. §20-2-3065, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

Annual Report and Monitoring

1. The charter school shall and will, by October 1st, submit an annual report to the Georgia Department of Education, the DeKalb County Board of Education and parents/guardians of students enrolled in the school. This report shall include all state-mandated assessment and accountability scores and comply with all requirements set out in O.C.G.A. § 20-2-3067.1(c)(1)-(6). The annual report must indicate the 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.

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DeKalb County School District

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2. The charter school must use the template provided by the Georgia Department of Education to complete and submit the annual report, but will adhere to any additional survey or questionnaire requirements provided by the District. The District may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.
3. The charter school shall complete annual reports and surveys, as mandated by the DeKalb County School District, and shall be supervised and monitored by the DeKalb County School District's Charter Office.

Charter Adherence of State and Federal Laws

1. The charter school will not waive and is not exempt from Federal law, nor the following state laws:
 - a. School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. § 20-14-30 through O.C.G.A. § 20-14-41
 - b. Shall Not Charge Tuition, O.C.G.A. § 20-2-133
 - c. Unlawful Conduct in or near a Public School, O.C.G.A. § 20-2-1180 through O.C.G.A. § 20-2-1182
 - d. Reporting Requirements – Student Data Collection, O.C.G.A. § 20-2-320
 - e. Brief Period of Quiet Reflection, O.C.G.A. §§ 20-2-1050, 20-2-1051
 - f. Open and Public Meetings, O.C.G.A. § 50-14-1 et seq.
 - g. Inspection of Public Records, O.C.G.A. § 50-18-70 et seq.
 - h. Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. § 20-2-211
2. The charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
3. The charter school shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age. Moreover, the charter school will seek to ensure that a diverse representation of DeKalb students is enrolled in the charter school.
4. The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS), Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands if it does not receive full accreditation by the end of its second year of operation, DCSD may pursue termination of its charter.
5. The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSD no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), DCSD may pursue termination of its charter. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, DCSD may pursue termination of its charter unless the charter school can document additional independent financial support.
6. The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.

Assurances for Charter Schools with an EMO/CMO Agreement

1. No provision of the [EMO/CMO] agreement shall interfere with the Charter Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the charter school.
2. No provision of the [EMO/CMO] agreement shall prohibit the Charter Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.
3. Upon termination of the agreement, the charter school governing board shall ensure that the management company immediately turns over all student, personnel, fiscal, and other charter school records to the governing board.

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4. Nothing in the agreement between the charter school and the [EMO/CMO] shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.
5. To the extent there are any conflicts between the terms of the charter school's charter and the terms of the management agreement, the terms of the charter will control.
6. The Governance team of the school will solely retain authority over the budget. Representatives of the [EMO/CMO] will not serve on the Governing Board.
7. This [EMO/CMO] is the charter school's only management partner.
8. The term of the contract with the [EMO/CMO] does not exceed the term of the charter agreement.
9. If an [EMO/CMO] purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the [EMO/CMO] agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The [EMO/CMO] shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as the agent of the charter. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.
10. The governing board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.
11. The governing board will ensure that the management agreement contains a section that will reasonably permit either party to terminate the contract.
12. The contract should include provisions dealing with ownership of physical and intellectual property developed by the [EMO/CMO] or by the charter school's employees.

Indemnification Rights & Responsibilities

1. The charter school agrees to indemnify, defend and hold harmless the DeKalb County Board of Education, the DeKalb County School District, and the DeKalb County School System (hereinafter collectively referred to as "DCSD"), their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the charter school's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of DCSD owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the charter school, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to the charter school's performance of the charter contract, regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.
2. The charter school shall be excused from its indemnification obligations, as stated in Paragraph 1 above:
 - b. if the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of DCSD or one of the Indemnitees; or
 - c. if DCSD fails to:
 - i. provide written notice of the third party claim or suit as soon as practicable;
 - ii. cooperate with all legally reasonable requests of the charter school; or
 - iii. assist the charter school with the defense and/or settlement of such claim or suit.
3. The charter school's obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of the charter contract, for any reason.

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Insurance

1. The charter school shall procure and maintain throughout the term of the charter contract, a policy or policies of insurance providing coverage as set forth below that shall protect the charter school and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out of charter school's operations under the charter contract.
2. The policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. The Charter School shall procure the insurance policy(ies) at its own expense and shall furnish to DCSD a certificate(s) of insurance containing the following information:
 - a. Name and address of agent/broker;
 - b. Name and address of insured;
 - c. Name of insurance company, underwriting syndicate, or other insuring entity;
 - d. Description of coverage in standard terminology;
 - e. Policy period;
 - f. Policy Number;
 - g. Limits of liability;
 - h. Name and address of certificate holder;
 - i. Acknowledgment to the DCSD of notice requirements of material adverse change;
 - j. Signature of authorized agent/broker;
 - k. Telephone number of authorized agent/broker; and
 - l. Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.
3. In addition to the Certificates of Insurance, the charter school's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by the charter school. All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.
4. The charter school is required to maintain the following insurance coverage(s) during the Term of this Agreement:
 - a. Workers' Compensation Insurance in the amount of the statutory limits established by the General Assembly of the State of Georgia. The charter school shall have the ability to self-insure its required workers compensation coverage if it is an approved self-insurer in the State of Georgia.
 - b. Comprehensive General Liability Policy (CGL) including Products and Completed Operations, or equivalent coverage, to include the contractual obligation of the charter school for any liability assumed hereunder.
 - c. Business Auto Policy to include but not be limited to liability coverage on any owned, non-owned and hired vehicle used by the charter school or charter school's personnel in the performance of this Agreement and their operations.
 - d. Educators Professional Liability Insurance (Errors and Omissions) in the amount of \$1,000,000 per Insured per Wrongful Act and \$3,000,000 in the annual aggregate per Insured for all Wrongful Acts.
 - e. Crime and Fidelity Insurance in the amount of \$500,000 per loss subject to a deductible of not more than \$10,000 per 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.
5. Should the charter school desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;
6. All Risk Property Insurance in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by the charter school. Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed \$250,000 per claim;

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7. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:
 - a. Except for Professional Liability policies, all coverage shall be on an "occurrence" not "claims made" basis;
 - b. The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to DCSD or an Indemnitee for any reason until at least thirty (30) days prior written notice has been given to DCSD;
 - c. Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;
 - d. All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof; and
 - e. Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to the Indemnitees.

8. Under coverage required under Sections 7 (b), (c), (d) and (e) above, the policy(ies) shall be endorsed to include the following terms and conditions:
 - a. Except as provided otherwise above, minimum limits of \$1,000,000 per occurrence \$2,000,000 in the annual aggregate (if applicable) with insurers approved to conduct business in the State of Georgia.
 - b. Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.
 - c. Shall include Indemnitees as "Additional Insureds."
 - d. A severability of interest or cross liability clause or endorsement applicable to Comprehensive General Liability, Auto, and any Excess Liability policy(ies).

9. The charter school shall require any and all subcontractors performing work under this Agreement to carry insurance of the type and with limits of liability as the charter school shall deem appropriate and adequate for the work being performed. However, the obligations of the charter school to the Indemnitees assumed in Sections "Indemnification", and "Insurance" shall not be reduced or diminished by the standards set for the subcontractors. Further, the charter school agrees that their obligation to indemnify and insure the Indemnitees shall pertain to all losses arising out of the subcontractor's acts or negligence in the same manner and to the same extent as if committed by the charter school. The charter school shall obtain and make available for inspection by DCSD, current certificates of insurance evidencing insurance coverage by such subcontractors.

Other Obligations

1. **Entire Agreement.** This Letter of Assurances constitutes the entire agreement between the Charter school, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the Parties regarding such matters, but does not supersede the charter contract, which sets forth an entire agreement between the charter school, DeKalb Board of education, and State Board of Education.

2. **Modification.** The DeKalb Board of Education, or District Designee, reserves the right to require the charter school to sign updated versions of this Letter of Assurances throughout the charter term, as necessary.

3. **Waiver.** No failure or delay by the DeKalb Board of Education, or District Designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the DeKalb District under this Letter of Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.

4. **No Violation.** The charter school represents and warrants that the execution of, and performance under, this Letter of Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.

5. **Headings/Interpretation of MOU.** The headings contained in this Letter of Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.

6. **Severability.** In the event that any term or provision of this Letter of Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full

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DeKalb County School District

Letter of Assurances for _____ Charter School

force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of this Letter of Assurances.

7. **Governing Law.** This Letter of Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.
8. **Notices.** Unless otherwise provided in the charter contract, or this Letter of Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, certified mail, or regular mail, 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 the DeKalb District:

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

With a copy to:

Ronald B. Ramsey, Sr., Chief Legal Officer
DCSD Office of Legal Affairs
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

Dr. José G. Boss, Jr., Director
Leadership Development & Charter Schools Office
1701 Mountain Industrial Boulevard
Stone Mountain, Georgia 30083

9. **Counterparts.** This Letter of Assurances 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.

Petitioner's Initials: _____

DeKalb County School District
Letter of Assurances for _____ Charter School

_____ Charter School

DeKalb County Board of Education

Charter School Representative

Signature

Name (Please Print)

Name

Title

Chair, DeKalb Board of Education

Title

Date

Date

DeKalb County School District:

Signature

Name

Superintendent, DeKalb County School District

Title

Date

Petitioner's Initials: _____

DeKalb County School District Signature Sheet

(Please sign section 1 only in blue ink and submit with petition)

The petitioner hereby agrees to adhere to all laws, regulations, and District Guidelines & Board Policy IBB during the petition review process. The Petitioner also agrees to refrain from engaging in any conduct that could be deemed as, but not limited to, illegal, improper, unprofessional, intimidating, collusive, and/or bribery toward, of, or with any District employee and/or DeKalb County Board Member during the petition process. Engaging in any act as stated above will result in an automatic withdrawal of the petition for review and potential sanctions. The petitioner hereby asserts that a completed petition has been submitted. 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.

Authorized Charter School Representative

Date

1. This Charter School Petition, Assurance Form, and Attached Exhibits were approved by the DeKalb Board of Education on the _____ day of _____, 20_____.

Authorized Charter School Representative

Date

Chair, Local Board of Education

Date

2. This Charter School Petition, Assurance Form, and Attached Exhibits were denied by the DeKalb Board of Education on the _____ day of _____, 20_____. Pursuant to state law, a reason for the denial will be delivered to the petitioner within sixty (60) business days of the decision.

Superintendent

Date

Chair, Local Board of Education

Date

The law requires your school 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 Start-up 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 a duly authorized representative of the school.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Peachtree Charter Middle School located in DeKalb County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in the charter and in a manner consistent with the Constitution;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
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. and O.C.G.A. § 50-18-70 et seq.;
7. Shall ensure that the charter school's governance 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;
9. Shall ensure that the charter school's governing board adopts and abides by a conflicts of interest policy;
10. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
11. 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;
12. 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;
13. 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;

14. Shall provide state and federally mandated services for English Language Learners, as applicable;
15. 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;
16. Shall notify the state of any intent to contract with a for-profit entity for education management services;
17. Shall notify the state of any changes in for-profit entity contracted with for management services;
18. 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;
19. Shall comply with federal due process procedures regarding student discipline and dismissal;
20. Shall be subject to all laws relating to unlawful conduct in or near a public school;
21. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
22. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;
23. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
24. Shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS;
25. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;
26. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws;
27. 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;
28. 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;
29. 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;
30. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state;
31. Shall designate a Chief Financial Officer that meets all requirements as established by the Charter Schools Rule and Guidelines;
32. 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;
33. Shall acknowledge that all criteria used to calculate QBE funding may not be waived; 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 DeKalb Board of Education on the _____ day of _____, 201_.

_____/s/ Brian S. Heptinstall_____
Authorized Representative, Charter School

Date

Chair, Local Board of Education

Date

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

_____/s/ Brian S. Heptinstall_____
Authorized Representative, Charter School

Date

Chair, Local Board of Education

Date

APPENDIX A – Charter Vote

Peachtree Charter Middle School advertised the open, called meeting date for the Charter Petition vote for the statutory two week period. Notice of the meeting was given on the school marquee, electronically on the two community blogs - AHA! Connection and Dunwoody School Daze, the school’s electronic newsletter and website. The Charter Petition was posted on the school’s website and available in the school’s office for two weeks prior to the vote. A vote was held on January 4, 2016 for the faculty and February 5, 2016 for the parents, all in accordance with O.C.G.A. 20-2-2064. Pursuant to O.C.G.A. 20-2-2064, the Charter Petition was freely agreed to, by secret ballot, by a majority of the faculty and instructional staff members of PCMS present at the faculty vote and by a majority of the parents or guardians present at the parent vote.

This petition has been agreed to, by secret ballot, by a majority of the faculty and instructional staff members at a meeting called with two weeks’ advance notice during which time a complete petition draft was available for review.

Date of Vote January 4, 2016

Total Number of Faculty and Instructional Staff 99

Number Approving 88 Percent Approving 88.9%

Number Disapproving 11 Percent Disapproving 11.1%

/s/ Brian S. Heptinstall

Principal’s Signature

Date

This petition has been agreed to, by secret ballot, by a majority of the parents or guardians of the students enrolled in the school who were present at a meeting called for the purpose of deciding whether to submit the petition. Two weeks’ advance notice of the meeting was published during which time a complete petition draft was available for review.

Date of Meeting February 5, 2016

Total Number of Parents Attending Meeting 575

Number Approving 572 Percent Approving 99.5%

Number Disapproving 3 Percent Disapproving .5%

/s/ Brian S. Heptinstall

Principal’s Signature

Date

APPENDIX B

Resumes of Peachtree Charter Middle School Foundation Board of Directors

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FRANCES FULLER

PROFESSIONAL SUMMARY

Dedicated professional combines experience in management, marketing, training and development, and finance to provide effective leadership, strong organization and foster collaborative teamwork.

SKILLS

- Strategic thinker
- Dynamic team leader
- Superior verbal and written communication skills
- Charismatic public speaker
- Highly organized
- Skilled training professional

WORK HISTORY

SSUMC Preschool & Kindergarten

Office Manager 2006-Present

Marketing & Communications

- Developed student recruitment kit.
- Write and distribute weekly digital newsletter via Constant Contact.
- Update and maintain school website presence.
- Prepare, collect and assemble all materials for summer mailing to enrolled students.
- Write content for print advertising.
- Researched and recommended new digital push notification system used by administration and teachers.
- Overhauled Family Handbook and Staff Handbook.
- Execute annual training of Methodist Church's Safe Sanctuaries program for teachers and staff.
- Oversee vendor relations for after-school programs.

Accounts Receivable

- Process and allocate over \$500,000 in payments each year.
- Perform accounts receivable duties including invoicing, researching discrepancies, and reconciling accounts.
- Maintain financial records on ProCare system.
- Improved timely payment of fees by instituting system of communication, timely distribution of late notices, and introduction of annual/semi-annual discounts.
- Streamlined deposit reporting to church Finance office.

Registrar

- Observe local and state laws regarding health forms and reporting requirements for students.
- Assign students to appropriate classes, update billing and contact information, and provide information to teachers.
- Ensure student files are up-to-date

WORK HISTORY

Life of Georgia

Manager Operational Training 1995-1998
Operational Trainer, Client Services 1993-1995
Product Promotion & Training/Market Research 1992-1993
Senior Training & Promotions Analyst 1990-1992
Training & Promotions Analyst 1989-1990
Group Underwriter, New Business (Life and Health) 1987-1989

- Met or exceeded expectations each year while reducing staff each year
- Created Business Plan to meet each internal customer's needs based on resources available
- Served as Adjunct Professor to Corporate University for Behavioral and Management Training
- Member of recruitment team for start-up Call Center
- Created training model to mirror acquisition of job skills for team members for the Call Center
- Identified, wrote and delivered Call Center initial skills training
- Identified, wrote and delivered training for Client Services team members
- Leader, Client Services Communications Team
- Voted Superlative Employee of the Month by entire Operational Management team
- Wrote, produced and appeared in "Understanding Universal Life" video for training of field personnel
- Created "Back to Basics" series to combat field personnel turnover
- Wrote monthly "Lifelines" and "Health Marketing" newsletters for field personnel
- Trained two employees in New Business Group Underwriting
- Completed the Fellow, Life Management Institute (FLMI) exams with Distinction

Confederation Life Insurance Company

Group Underwriter, New Business & Renewal (Life, Health and Disability) 1985-1987

- Analyzes various rate plans utilizing a company's claims history to determine the appropriate rate plan and benefits costs
- Work collaboratively with actuarial department and sales personnel

Jefferson Standard Life Insurance Company

Life Underwriter (Sales) 1985

- Sold individual life insurance to consumers

The Dance Factory 1985-1994

Carla's Dance Factory 1984-1986

Miss Patsy's School of Dancing 1983-1985

Dance Teacher

OTHER SKILLS

- Mastery of Microsoft Word, Excel & Power Point
- Utilize closed Facebook group for preschool parents
- Proficient in Weebly and WordPress

EDUCATION

Emory University

Bachelor of Business Administration, Finance

VOLUNTEER EXPERIENCE

Peachtree Charter Middle School

- President & Chair of PCMS Foundation Board of Directors May 2014 - Present
- Voting member of PCMS Foundation Board of Directors May 2012 - Present
- Non-voting member of PCMS Foundation Board of Directors Feb 2012-May 2012
- Designed and written PCMS Orchestra printed program Feb 2011 - Present

Austin Elementary School

- Room Parent Coordinator/Teacher Appreciation Chair/Community Service Chair 2007-2009
- Second Grade Room Parent Coordinator 2006-2007
- Community Service Chair 2009-2010
- Lunch Bunch Co-Chair 2004-2005
- Room Parent 2005-2006, 2006-2007, 2011-2012

Dunwoody Methodist Preschool

- Room Parent Coordinator 2004-2008
- Newsletter Editor 2003-2006
- Interim Kindergym Teacher 2001
- Co-Chair, Breakfast with Santa 2003
- Public Relations, Ice Cream Social 2003
- Teacher Appreciation Committee Member 2001-2008
- Room Parent 2001-2002, 2002-2003

Dunwoody United Methodist Church

- Safe Sanctuary Instructor 2005-present
- Children's Council Teacher Appreciation Chair 2006-2007
- Nursery Committee Member 2000-2001
- Vacation Bible School Leader 2001 & 2006

Toastmaster's International

- Chapter President 1998
- Tall Tales District Competition Winner 1997

Hugh O'Brian Youth Foundation

- State Chairman 1993
- Program Chairman 1991
- Director of Counselors 1992 & 1995
- Director of Judging 1994

OUTSIDE INTERESTS

- Musical Theater
- Avid book reader

Alex Knight
Dunwoody, Georgia 30338

Experience:

Habif, Arogeti & Wynne, LLP – 2005 to present

Senior manager and Partner – Specialize in providing international and domestic tax advice to high net worth and ultra high net worth individuals

Stephen M. Berman & Associates - 2003 – 2004 – Atlanta, GA

Senior manager – specialized in tax planning and consulting for ultra high net worth individuals

Arthur Andersen – 2001 – 2002 – Brussels, Belgium

Senior manager – Member of the firm’s international tax practice

Ernst & Young – 1995 – 2000 – Atlanta, GA

Senior accountant and Manager – Member of the firm’s international tax practice

KPMG Peat Marwick – 1992 -1994 - Nashville, TN and Paris, France

Staff and Senior Accountant – Member of the firm’s international tax practice

Education:

University of Tennessee – 1985 – 1990 - Bachelor of Science in Business Administration – Accounting concentration

University of Tennessee – 1990 – 1991 – Masters of Accountancy – Taxation concentration

Professional designations and affiliations:

Licensed Certified Public Accountant in Tennessee and Georgia

Member American Institute of Certified Public Accountants

Member Georgia Society of Certified public Accountants

Member of Georgia Southern University Advisory Board to the school’s accounting program

Ellen Etheridge

Professional Experience

- Verizon Business (formerly MCI and WorldCom) 9/96 to 6/07
- Senior Manager, Pricing & Contract Management 10/05 to 6/07
 - Developed tools to support global contract pricing analysis and negotiations
 - Managed updates and communication of product and profitability tools
 - Manager, Business Development Operations 5/03 to 10/05
 - Evaluated profitability and viability of domestic network extension opportunities
 - Senior Program Analyst and Wholesale Pricing Manager 9/96 to 5/03
 - Developed Voice and Data pricing structures for Wholesale segment
 - Evaluated profitability and minimized exposures of Wholesale products and contracts
- Catapult Software Training 1/94 to 7/95
- Account Executive (7/94 to 7/95), Registrar (1/94 to 6/94)
 - Generated new/current sales at 150% of plan through product knowledge and marketing talents
 - Negotiated pricing structures for over 50 clients based on size/scope of opportunity and customer needs

Education

- GEORGIA STATE UNIVERSITY, Atlanta, GA
MBA Finance, August, 1996
- COLLEGE OF WILLIAM AND MARY, Williamsburg, VA
BA Spanish, May 1992

Volunteer Experience

- GIRL SCOUTS OF GREATER ATLANTA
- Troop Leader, Troop 28421 8/07 to Present
 - Troop Leader, Troop 11536 8/07 to Present
 - Dunwoody Service Unit Cookie Manager 8/12 to Present
 - Supporting Cookie Sales for 75+ Girl Scout troops
- VANDERLYN ELEMENTARY SCHOOL
- Room Parent 8/08 to 5/12
 - Media Center Co-Chair 8/13 to 5/15
- PEACHTREE CHARTER MIDDLE SCHOOL
- Attendance Office Chair 8/14 to Present
 - PCMS Foundation Board Member 8/14 to Present

KRISTEN EITH

SUMMARY

Highly skilled and compassionate Pediatric RN with over 20 years experience, PALS certified. Excellent communication and critical thinking skills and works well in a team environment. Strong leadership and mentoring abilities.

EXPERIENCE

- | | |
|-------------------------------|---|
| September 2010-
Present | RN, <i>Pediatric Surgery Center, PACU, HCA</i> <ul style="list-style-type: none">· Provide post operative recovery care for pediatric patients. Responsible for extubating and maintaining airway, vital sign monitoring, home care teaching |
| October 2002-
Present | RN, <i>Children's Healthcare of Atlanta at Egleston (CHOA)</i> <ul style="list-style-type: none">· Care for critically ill and high risk newborns. Responsible for ventilation/airway monitoring, IV access and maintenance, ostomy care, wound care, medication administration and monitoring, vital sign monitoring and patient and family teaching |
| January 1999-
October 2001 | RN, <i>Piedmont Hospital NICU/Nursery</i> <ul style="list-style-type: none">· Worked in newborn nursery and in NICU to care for newborns. Performed newborn assessments, lab collection, home care teaching for newborns. Cared for premature and high risk infants in NICU. |
| August 1997-
November 1998 | RN, <i>The Children's Heart Center</i> <ul style="list-style-type: none">· Assist with office visits for cardiac patients. Obtain EKG and vital sign monitoring |
| July 1992-August
1997 | RN, NICU, <i>Egleston Children's Hospital (CHOA)</i> <ul style="list-style-type: none">· Provide care for sick neonates, extreme premature to newborn, including vital sign monitoring, pre and post operative care, wound care, ostomy care, pain medication monitoring and IV placement and care. Work with families to teach home care for long term patients. |

EDUCATION

- | | |
|--------------------------|--|
| August 1988-June
1990 | Pre-nursing, <i>University of Georgia</i> |
| August 1990-June
1992 | Bachelors of Science in Nursing, <i>Medical College of Georgia</i> |

SUMMARY

Motivated professional with experience in corporate strategy, consumer insights, and business development. Strong communication skills (written and verbal), business acumen and executive presence. Proven track record of client service, strategic planning and project management.

EXPERIENCE

GLC International, Atlanta, Georgia
Principal

2000 – present

GLC International delivers accurate, timely and efficient language solutions designed to assist clients in keeping up with today's global economy. With access to hundreds of qualified translators and interpreters around the world, we provide services in most languages and dialects.

SOUTHERN COMPANY, Atlanta, Georgia
Strategic Market Planner

1998 - 2000

Gathered, analyzed and organized current market situation and competitive position data to develop recommendations for the marketing strategy. Managed cross-functional teams to identify potential market opportunities, threats and develop creative action plans.

INTERNATIONAL MARKETING PARTNERS, Atlanta, Georgia
Partner

1994 - 1998

Developed and led implementation of marketing strategies for new product introductions. Recruited, trained and managed sales and distributor teams in the U.S. and in Mexico.

EDUCATION

Spanish Interpreter Certification

Georgia Commission on Interpreters, (Registered from 2000 later certified 2008)

International MBA

Nijenrode University, Business School,
Amsterdam, The Netherlands, 92 - 93

BS, Marketing,

Saint John's University,
New York, New York, 1990

Katie deNourie Moussouri
Dunwoody, GA 30038

Employment

Chamblee Methodist Kindergarten

Atlanta, Georgia

- Assistant Kindergarten Teacher 2013-Present
- Assistant Pre-K Teacher 2010-2012
- Lead Teacher, 3-year old class 200-92010
- Assistant Teacher, 3-year old class 2007-2009
- Assistant Teacher, 2-year old class 2005-2007

Delta Air Lines

1997-1999

Atlanta, Georgia

- Manager – Corporate Communications

Katie deNourie PR

1996-1997

Atlanta, Georgia

- Consultant

Saab Cars, USA, Inc.

1996

Atlanta, Georgia

- Manager of Public Relations

ValuJet Airlines

1993-1996

Atlanta, Georgia

- Director of Communications

Fleishman-Hillard, Inc.

1992-1993

Atlanta, Georgia

- Account Executive

Kappa Kappa Gamma Fraternity

1990-1992

Columbus, Ohio

- Traveling Consultant

Education

Washington University

1986-1990

St. Louis, Missouri

Bachelor of Arts

- Major in Psychology & Minor in Business Administration

Nihat Guven

Background

I am the Director of Strategic Alliances at Qualys in charge of our strategic global managed security service provider (MSSP) partners. In this role, I work with global enterprises such as Accenture, Dell SecureWorks, IBM, HP, KPMG, Deloitte and others with a focus on:

- developing strategic partnerships that enable partners offer MSSP services leveraging the Qualys platform,
- assisting product management in developing managed services, and
- coordinating marketing, business development, and training events.

I have managed our largest global MSSP partner (Dell SecureWorks) and achieved 30%-40% annual growth in 2013, 2014 and on target for 30% growth in 2015, with a focus on strategic marketing events, Sales team training and enablement, and new products. I have also worked with one of the largest global IT Consulting and System Integrator firms (Accenture) and established a new partnership that enabled their Managed Security Operations services leveraging the Qualys platform as the de-facto platform. Established partnership contract, operating procedures, and trained the team in global delivery centers.

Professional Experience

Qualys, Strategic Alliances – Atlanta, GA, USA

May 2012 – Current: Director

KPMG LLP, Advisory Services – Atlanta, GA, USA

July 2010 – May 2012: Director, Security Services, Atlanta, GA

July 2007 – July 2010: Director in KPMG Chile (3 year International Assignment)

October 2006 – July 2007: Senior Manager

October 2003 – October 2006: Manager

October 2002 – October 2003: Senior Associate

June 2000 – October 2002: Associate

University of Georgia, Terry College of Business – Athens, GA, USA

August 1998 – June 2000: Graduate Assistant, Executive MBA Program, eLearning Technology Group.

Unisys – Istanbul, Turkey

July 1996 – August 1998: Systems Engineer, Microsoft support

Education

- 2000 – Masters in Business Administration (MBA), University of Georgia, Terry College of Business, USA
- 1996 – B.Sc. Electronics Engineering, Bogazici University, Istanbul, Turkey

Certifications

- 2011 – Certified Information Security Manager (CISM)
- 2010 – Certified Project Management Professional (PMP) from Project Management Institute (PMI)
- 2004 – Certified Information Systems Auditor (CISA)
- 2003 – Certified Information Systems Security Professional (CISSP)

- 2002 – Cisco Certified Network Associate (CCNA)
- 1996 – Microsoft Certified Systems Engineer (MCSE)

Professional Associations

- Information Systems Audit and Control Association (ISACA) - Atlanta, Board of Directors
 - VP of Membership: 2014-present
 - Treasurer: 2012-2013
- ISSA Santiago, Chile – Founding member and Board of Directors – 2007 - 2010
- Technology Association of Georgia (TAG)
- Project Management Institute (PMI)

Languages

- Fluent in English, Spanish and Turkish. Proficient in German.

Technical Competencies:

- Managed Security Services: Vulnerability Management, Security Monitoring (SIEM, IDS/IPS), Threat Intelligence, Malware Detection, MDM, Web Application Security, Log Management, GRC.
- Legislation/Standards: SOX, ISO27000, HIPAA/HITECH, NIST-800 series, GLBA, PCI-DSS.
- Cloud computing platforms: Amazon AWS, Microsoft Azure, Google Apps, Salesforce.com/force.com, SoftLayer, Rackspace, VMware, MS Hyper-V, Xen, OpenStack, Eucalyptus, Docker, Splunk.
- Business Applications: Salesforce CRM, NetSuite CRM and Financials, Zoho Books Suite (Financials, CRM, Support, etc...), Tableau.

Functional and Technical Experience

Strategic Alliances -

- Full lifecycle management of strategic alliance and partnership development and execution with broad experience in partnership structures, contracting, on-boarding and partner enablement.
- Managed global MSSP partnerships with a focus on strategic new service development, marketing and sales enablement.
- Managed regional VAR and reseller partners with a focus on partner recruitment, onboarding, training and sales enablement.

Advisory/ Professional Services Practice Development and Management -

- As the Director of IT Advisory in KPMG Chile, built a successful and growing IT Consulting practice in 3 years. At the end of my assignment, the practice had more than 50 professionals. Focused on the basic building blocks of a successful consulting business; people, services and marketing. This included; strategic planning, budgeting, hiring, training, marketing, building partnerships/alliances, and business development.
- Led business development, account planning, and proposal development activities. Personally closed large multi-year IT consulting contracts.
- Led team in new product development, successfully introducing several consulting services that were not offered in Chile. These included new services around Unified IT Compliance, IT Project/Program Management and XBRL based financial reporting systems implementation.
- Built partnerships with several local and international technology vendors.
- Performed several pre-deal IT due diligence for Mergers and Acquisitions (M&A) projects. Specific industries include transactions in the US healthcare IT and global insurance.

Cloud Computing Risk Assessment - assisted clients that are in the process of adopting enterprise cloud computing;

- Cloud Security Risk Assessment; projects to help clients design and implement a framework to perform risk assessments on potential cloud service providers, focused on unique risks associated with cloud computing due to its multi-tenancy and open/standards based architecture. During the course of these projects reviewed several of the high-profile cloud service providers' security posture, including salesforce.com, Google Apps, and Microsoft Azure. Provided insights to the company executive management on cloud specific risks and how they can implement mitigating controls.

IT Audit and Compliance – led and delivered multiple projects in this area;

- IT Attestation (including SAS70, FISAP, and TrustServices); IT Attestation projects to help clients manage their compliance activities and demonstrate effectiveness of their control environment. This included large-scale and multi-year SAS70 projects, FISAP Agreed Upon Procedures (AUP) projects, SysTrust and WebTrust for CA diagnostic and audit projects, among others.
- IT External Audit Support; management, coordination, and delivery of IT audit services to support the financial audit opinion at medium and large size national and multinational clients. Services included audit scoping, planning and execution of IT General Controls and Application Controls audits.
- IT Internal Audit Outsourcing/Co-Sourcing; management, scoping, planning, and delivery of IT audit services to support the internal audit function of our clients. Services include IT risk assessment, identification and scoping of IT audits, as well as performing the audits in specific topics such as IT security, privacy, governance, identity and access management, segregation of duties (SOD) analysis, business continuity, disaster recovery, data center operations, SDLC, and change management.
- Sarbanes-Oxley (SOX) Compliance Services; served clients in helping them with their SOX compliance activities such as identification of in-scope business units, processes, and systems; documentation of process and controls, and testing of controls.

Information Security, Privacy and Continuity – led and delivered multiple projects in this area including;

- Information Security Consulting; providing strategic security consulting services to CIOs and CISOs, such as assessment, design and roadmap development for following areas: Security Risk Management function; Security Organization, Strategy and Governance; Security Policy and Procedures, and Data Loss Prevention (DLP), and 3rd-Part Vendor Risk Management.
- Technical Information Security Assessments; technical security assessments at application, database, operating system and network levels.
- Vendor Security Assessments; large scale 3rd party/vendor security assessments based on ISO27001/ISO17799. This includes coordination of assessments at 100+ vendors across different time zones and countries and summary management reporting to management.
- HIPAA Security, Privacy and Transaction/Code Set (EDI) Services; assessment and advisory services for compliance with HIPAA Security, Privacy Rules and Transaction and Code Set (EDI) requirements, including technical controls assessments, policy and procedures review, and application/solutions design.
- Healthcare Security Services for the Center for Medicare and Medicaid Services (CMS) compliance; performed Information Security Risk Assessment, developed System Security Plans, and performed compliance reviews to assist clients to be in compliance with the requirements of CMS in the areas of risk management, information security, and business continuity.
- Business Continuity Management (BCM) Audits and Implementations; audit, diagnostics, and implementation of BCM programs based on BS25999 and 27999 standards.

IT Strategy, Governance, and Project Management

- Led and delivered projects in this area including, IT strategy development, business requirements gathering, RFI/RFP development, vendor selection assistance, PMO, and Quality Assurance (QA) during systems implementations.

Margaret (Peggy) M. Bussert
4664 N. Peachtree Road, Dunwoody, GA 30338 | 678-676-7702
margaret_m_bussert@dekalbschoolsga.org

EDUCATION:

University of Toledo College of Law, Toledo, Ohio
J.D. - *Cum Laude*, *Order of the Coif*

College of William and Mary, Williamsburg, Virginia
B.A. and M. Ed.

Georgia State University, Atlanta, Georgia
Post-graduate work leading to issuance of teaching certificate and leadership certification

EXPERIENCE:

Peachtree Charter Middle School, Dunwoody, Georgia 2003 - present
Math teacher – Gifted and Accelerated Math (high school course)
Math department chair
PCMS Foundation Board member
Past, PTCC Board member – Curriculum and Instruction Action Team
Member, system-wide math textbook adoption and curriculum writing committees
PCMS 2011 Teacher of the Year

Renfroe Middle School, Decatur, Georgia 1995 – 2003
Assistant Principal/Instructional Lead Teacher (1999 – 2003)
The responsibilities for these jobs were the same. The job title was changed to AP when coursework and certification were completed. The job included responsibility for scheduling and oversight of curriculum.
Teacher – 8th grade math and Algebra and 8th grade English (1996 – 1999)
Special education teacher (collaborative) – all 8th grade subjects (1995 – 1996)
Member, system-wide math textbook adoption and curriculum writing committees
Extra Mile Award winner

Cousins Middle School, Covington, Georgia 1993 – 1995
Teacher – 8th grade English

Kilpatrick & Cody (now Kilpatrick Townsend), Atlanta, Georgia 1983 – 1992
Practice Areas: Public Finance, including school bond issues, and Corporate Finance

University of Toledo College of Law, Toledo, Ohio 1982 – 1983
Instructor – Research & Writing and Appellate Advocacy courses for first year law students

Decatur High School, Decatur, Georgia 1977 – 1979
Teacher – resource teacher for students with emotional and behavior disorders

PUBLICATION:

Kaelin v. Grubbs: The Expanding Duty of Public Schools to Educate the Handicapped, 14 University of Toledo Law Review 797 (1983)

CERTIFICATION:

Educational Leadership
Instructional Supervision
Gifted In-Field
Mathematics (6 – 12)
Social Sciences (6 -12) including: Behavioral Science, Economics, Geography,
History, Political Science
Special Ed – Learning Disabilities (P – 12) Consultative
Special Ed – Math Cognitive Level (P – 5, 4 – 8, 6 – 12)
Special Ed – Social Science Cognitive Level (P – 5, 4 – 8, 6 – 12)

MEMBERSHIP:

State Bar of Georgia

MOLLIE KATE TERRY

4664 North Peachtree Road, Atlanta, GA 30338 | 678-676-7702 | mollie_k_terry@dekalbschoolsga.org

EDUCATION:

University of Georgia: Athens, GA **Graduation: May 2013**
Bachelor of Science in Middle Grades Education, emphasis in Mathematics and Social Studies

GACE CERTIFICATION:

Middle Grades Mathematics **Passed – August 2012**
Middle Grades Social Studies **Passed – August 2012**

TEACHING AND CLASSROOM EXPERIENCE:

Peachtree Charter Middle School, Dunwoody, GA **Fall 2014-Fall 2015**

Teacher, 6th grade Social Studies

- Developed and implemented engaging, effective lessons for a group of students by working collaboratively with other teachers and professionals
- Created academic activities that focused on the Georgia Performance Standards

Phenix City Intermediate School, Phenix City, AL **Fall 2013-Spring 2014**

Teacher, 7th grade Geography and Civics

- Maintained contact with parents through various modes of communication
- Managed classroom in a respectful, orderly fashion by creating routines and expectations that teach time management and organizational skills

Morgan County Elementary School, Madison, GA **Fall 2012-Spring 2013**

Field Placement and Student Internship, 5th grade Math, Social Studies, and Science

- Developed and facilitated academic activities that focused on the Georgia Performance Standards
- Clarified and guided students through mathematical material in order to ensure comprehension

Young Life, Athens, GA **Spring 2009-Fall 2012**

Wyldlife Leader for Prince Avenue Christian School

- Developed and coordinated weekly meetings for up to 100 middle school students
- Communicated with parents and faculty about the traditions and goals of Young Life

Warren Baptist Church, Augusta, GA **Summer 2010**

Student Ministry Intern

- Supervised and planned summer camp for 150 middle and high school students
- Collaborated with associates to reach daily goals, prepare for events, and research current learning strategies
- Assembled games, activities, and skits on a weekly basis for meetings of up to 75 students

ADDITIONAL WORK AND VOLUNTEER EXPERIENCE:

Columbus Financial Consultants, Columbus, GA **Summer 2013**

Morning Glory Coffee House and Bakery, Watkinsville, GA **Summer and Fall 2012**

ACCOLADES/AWARDS:

Nominated for Rookie Teacher of the Year **2013-2014**

Zell Miller Scholarship **2009-2012**

TSYS Foundation Scholarship **2009-2012**

Travis Smith Memorial Scholarship **2009**

Valedictorian of Calvary Christian School **2009**

B. Scott Heptinstall

PROFESSIONAL HISTORY

Principal

Peachtree Charter Middle School 2009 – present

Assistant Principal

Chamblee Charter High School-*Instruction, Testing, Attendance, Magnet* 2004-2009

Teacher

Stephenson High School-*Social Studies 9-12* 1997-2004

EFFECTIVE LEADERSHIP SKILLS & ABILITIES

Curriculum, Assessment, Instruction, and Data Analysis Leader

- Master Schedule – Develop to improve student achievement and maximize FTE funds
- Consolidated School Improvement Plan (CSIP) Administrative Team – Complete school CSIP for SACS system-wide accreditation
- Data Team –Maintain data wall, disaggregate standardized test data to identify areas for curriculum improvement and student achievement, develop school CSIP to increase student achievement based on data
- Teacher observations –Monitor and observe teachers to maintain rigorous instruction and provide constructive feedback
- Advanced Placement Coordinator – Schedule teacher training, schedule test, communicate with College Board
- Academic Council member – Develop academic policy, honor code
- Level I Coordinator/Student Support Team (SST) – Collaborate with Graduation Coach, committee member, and parents to increase student success
- Magnet Coordinator – Oversee Magnet program, monitor student performance, develop strategies to increase student performance

Process Improvement and Performance Leader

- High Schools That Work (HSTW) Liaison – Coordinate efforts to implement HSTW reforms, Technical Assistance Visit (TAV) coordinator
- Freshman Academy lead teacher 1998-2002 – Develop organizational structure and data analysis to improve ninth grade achievement
- Social Studies Department Chair – Collaborate with department members to improve student achievement, maintain department records, provide support
- Principal’s Club – Assist with organizing activities for at-risk students
- Teacher Advisory Program (TEAM)) –Collaborate with TEAM liaison to develop grade appropriate lesson plans to improve student success

Professional Learning Leader

- Professional Learning Liaison – Complete Professional Learning Plan to improve classroom instruction and student achievement
- Vertical Alignment Team – Collaborate with team members to improve student matriculation

Peachtree Charter Middle School

- GTEP trainer – Train newly hired staff for observation process

Relationship, Communications, and Community Leader

- Charter Governance Council – Voting member since 2006, academic council member, technology council member, principal's representative
- Cultural Arts Liaison – Collaborate with PTSA to organize cultural arts events in-line with school curriculum
- College/University Liaison – Coordinate with colleges to arrange observations, practicum's, and student teaching experiences

PROFESSIONAL INVOLVEMENT

- DeKalb County Leadership Academy, 2003
- Summer Leadership Training
- Technical Assistance Committee (Banneker High School), 2009

EDUCATION

State University of West Georgia

1999-2001

Master of Education, Administration and Supervision

Auburn University

1994-1996

Bachelor of Science, Secondary Social Studies Education

Auburn University

1989-1994

Bachelor of Arts, History/ minor in Business and Geography

AWARDS AND RECOGNITIONS

2005 Who's Who Among America's Teachers

2000 Teacher of the year finalist

1999 Stars Rising Award

JULIA M LEDOYEN

SUMMARY

Retired mortgage banker that actively volunteers in public school communities in Dunwoody, GA.

VOLUNTEER EXPERIENCE

- 2015-16 Parent Teacher Charter Council Chair, Peachtree Charter Middle School
- 2014-15 VanderDash Chair, Vanderlyn Elementary
- 2012-2014 PTA President, Vanderlyn Elementary
- 2011-12 Dunwoody-Chamblee Parent Council Liaison, Vanderlyn Elementary
- 2010-11 Hospitality Chair, Vanderlyn Elementary

PROFESSIONAL EXPERIENCE

- 1999-2002 Loan Officer, *Financial Freedom*
 - Top producing loan officer in Southern Region of the nation's leader in reverse mortgage lending.
- 1993-1999 Loan Officer, *Unity Mortgage Corp.*
 - Originated Fannie Mae, FHA- and VA-insured first mortgages for purchase and refinance transactions.

EDUCATION

- 1992 Bachelor of Arts, Cum Laude *Wake Forest University, Winston-Salem, NC*

**APPENDIX C
PCMS Foundation Bylaws**

**BYLAWS
OF
PEACHTREE CHARTER MIDDLE SCHOOL FOUNDATION, INC.
A Nonprofit Corporation**

**ARTICLE I.
OFFICES**

Section 1.1 Registered Office. The Corporation shall have a registered agent and a registered office in Georgia as initially set forth in the Corporation's Articles of Incorporation and as the Board of Directors may from time to time determine.

Section 1.2 Other Offices. The Corporation may also have offices at such other places both within and without the State of Georgia as the Board of Directors may from time to time determine or business of the Corporation may make appropriate.

**ARTICLE II.
NONPROFIT STATUS**

Section 2.1 Tax-Exempt Status. The Corporation shall be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). In furtherance of these purposes, the Corporation shall act, and shall take such actions, to ensure compliance with its tax-exempt status under the Code.

Section 2.2 Maintenance of Nonprofit Status. This Corporation is not organized and shall not be operated for pecuniary gain or profit. No part of the property or the net earnings of the Corporation shall inure to the benefit of or be distributable to any of its Directors, officers or other private persons, except the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments in furtherance of the purposes set forth herein. The Corporation shall not carry on propaganda, or otherwise attempt to influence legislation to such extent as would result in the loss of its exemption from federal income tax under Section 501(c)(3) of the Code. Notwithstanding any other provisions of the Bylaws, the Corporation shall not carry on any other activities not permitted to be carried on by (a) any corporation exempt from federal income tax under Section 501(c)(3) of the Code (or the corresponding provision of any future U.S. Internal Revenue Code); or (b) any corporation

contributions to which are deductible under Section 170(c)(2) of the Code (or the corresponding provision of any future U.S. Internal Revenue Code.

Section 2.3 Charter Contract. As a 501(c)(3) nonprofit organization, in accordance with state laws and proscribed by the Georgia Department of Education and DeKalb County School District, the Corporation will hold the Charter of the school. Further, as set forth in the Charter, representatives of the Board of Directors of the Corporation will count votes for the election of the PTCC Executive Council.

Section 2.4 Payment of Liabilities and Distribution of Assets Upon Dissolution. Upon the dissolution of the Corporation's affairs, which may be authorized by the adoption of a resolution to dissolve by majority vote of the Directors, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute, transfer, convey, deliver and pay all the assets of the Corporation then remaining in the hands of the Corporation to any other organization qualifying under Section 501(c)(3) of the Code as an exempt organization operating for the same purposes for which the Corporation is organized and operated, which shall be selected by the Board of Directors of the Corporation; provided, however, that any such recipient organization or organizations shall at the qualify as exempt from taxation under the provisions of Section 501(a) of the Code, as an organization described in Section 501(c)(3) of the Code, or corresponding provisions of any subsequent law. In the event that, for any reason, upon dissolution of the Corporation, the Board of Directors shall fail to act in a manner herein provided within a responsible period of time, the senior judge of the Superior Court of DeKalb County, Georgia, shall make such distribution.

ARTICLE III.

MEMBERSHIP

The Corporation shall have no members.

ARTICLE IV.

BOARD OF DIRECTORS

Section 4.1 General Powers. The property and business of the Corporation shall be managed under the direction of the Board of Directors. The Board of Directors shall have and is vested with all powers and authorities, except as may be expressly limited by law, the Articles of Incorporation of the Corporation or these Bylaws, to supervise, control, direct and manage the property, affairs and activities of the corporation, to determine the policies of the Corporation, to do or cause to be done any and all lawful things for and on behalf of the Corporation, to exercise or cause to be exercised any or all of its powers, privileges or franchises, and to seek the effectuation of its objects and purposes; provided, however, that:

- a) The Board of Directors shall not authorize or permit the Corporation to engage in any activity not permitted to be transacted by the Articles of Incorporation of the Corporation or by a corporation organized under the Georgia Nonprofit Corporation Code;
- b) None of the powers of the Corporation shall be exercised to carry on activities, otherwise than as an insubstantial part of the Corporation's activities, which are not in themselves in furtherance of the purposes of the Corporation; and
- c) All income and property of the Corporation shall be applied exclusively for its nonprofit purposes. No part of the net earning or other assets of the Corporation shall inure to the benefit of any Director, officer, contributor or any other private individual having, directly or indirectly, a personal or private interest in the activities of the Corporation.

Section 4.2 Number and Term of Office. The number of Directors shall be no less than five but no more than nine, or such other number (and category) as may be designated from time to time by resolution of a majority of the entire Board of Directors. The Directors must be over age 18. At least two teachers must serve on the Board of Directors. Each Director, succeeding the initial Board of Directors, is appointed by a majority vote of the Board of Directors to serve a term of two years and until her or his successor shall have been appointed and qualified. The Principal of Peachtree Charter Middle School and the President of the PTCC Executive Council shall be ex-officio members of the Board of Directors, however, they are not a voting members. The current names of the voting Directors and the term of office must be readily accessible and provided upon request.

Section 4.3 Voting. The Board of Directors shall have the power and authority to take action by a majority vote of all Directors entitled to vote; however, the final decision to amend the Bylaws in any way will require a unanimous vote of all Directors entitled to vote.

Section 4.4 Vacancies. Any vacancy occurring in the Board of Directors may be filled by the affirmative unanimous vote of the remaining Directors even though the remaining Directors may constitute less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired portion of the term of her or his predecessor in office, and shall be elected from the same category of Director from which her or his predecessor was appointed.

Any directorship to be filled by reason of an increase in the number of Directors may be filled by the affirmative vote of a majority of the remaining Directors present at a meeting even though less than a quorum of the Board of Directors is present. A Director elected to fill a newly created directorship shall serve for a term of two years until the election and qualification of his successor.

Section 4.5 Compensation of Directors. The Board of Directors shall not receive any state salary for their services, but each Director shall be entitled to receive from the Corporation reimbursement of expenses incurred by her or him in attending any regular or special meeting of the Board of Directors or of any committee and such reimbursement and compensation shall be payable whether or not a meeting is adjourned because of the absence of a quorum. Nothing herein shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefor.

Section 4.6 Removal. Any Director may be removed from office with cause by the affirmative vote of a majority of the Directors entitled to vote at any meeting of Directors called for that purpose.

Section 4.7 Conflict of Interest. Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the affected person shall:

- a) fully disclose the nature of the interest and
- b) withdraw from discussion, lobbying, and voting on the matter.

Notwithstanding anything herein to the contrary, it is a conflict of interest for any director who is an employee of Peachtree Charter Middle School to participate in any discussion, lobbying, or voting on any matter involving compensation, hiring, or termination of an employee of PCMS. Any transaction or vote involving a potential conflict of interest shall be approved only when a majority of disinterested directors determine that it is in the best interest of the corporation to do so. The minutes of meetings at which such votes are taken shall record such disclosure, abstention and rationale for approval.

ARTICLE V.

MEETINGS OF THE BOARD OF DIRECTORS

Section 5.1 Place of Meetings. Meetings of the Board of Directors, regular or special, may be held within or without the State of Georgia.

Section 5.2 First Annual Meeting of New Board. The first meeting of the initial Board of Directors shall be held in August 2003, and thereafter, the annual meeting shall be held during August each year, or at such other time as may be agreed upon by unanimous consent of the Directors.

Section 5.3 Regular Meetings. Regular meetings of the Board of Directors may be held with such frequency and at such time and at such place as shall from time to time be determined by the Board of Directors. If the Board of Directors has so fixed the frequency, time and place of regular meetings, no notice thereof shall be necessary.

Section 5.4 Special Meetings. Special meetings of the Board of Directors may be called by the chairman of the Board of Directors, by the president, or by any two Directors upon 3 days' notice to each Director in accordance with Article VII of these Bylaws.

Section 5.5 Notice of Meetings. Notice of a meeting need not be given to any Director who signs a waiver of notice either before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of notice thereof. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

Section 5.6 Quorum. A majority of the Directors shall constitute a quorum for the transaction of business unless a greater number is required by law or by these Bylaws. If a quorum shall not be present at any meeting of Directors, an e-vote may be proposed by the Chairman or President as set forth in Section 5.8 below or the Directors present may adjourn the meeting from time to time until a quorum shall be present, without notice of the time and place that the meeting will be reconvened other than announcement at the adjourned meeting.

Section 5.7 Action by Consent. Any action required or permitted to be taken at a meeting of the Directors or a committee thereof may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all Directors or all members of the committee, as the case may be, entitled to vote with respect to the subject matter thereof, written consent to include e-vote as indicated in Section 5.8. Such consent shall be filed with the minutes of the proceedings of the Board of Directors or the committee.

Section 5.8 E-voting. If a quorum of officers is not present at a meeting and/or if a proposal needs timely handling, an e-vote may be initiated by the Chairman or President. No e-vote may be used for selection of officers, for induction of any new Director, or for removal of any Director from office. E-voting shall be conducted as follows:

- a) The President will e-mail the voting Board members with a proposal, inviting discussion and/or a motion,
- b) If one member shall make a motion via e-mail, the motion shall be counted as a yes vote.
- c) If a different member shall second the motion via e-mail; the second shall be counted as a yes vote.
- d) Other members' votes will be counted.
- e) If a quorum of voting Board members votes in the affirmative by e-mail for the proposal, the proposal shall be carried. The vote shall be recorded in the minutes.

ARTICLE VI.

COMMITTEES

Section 6.1 Election. The Board of Directors may, by resolution adopted by a majority of the full Board, designate from among its members an executive committee, and one or more other committees, each consisting of one or more Directors and each of which, to the extent provided in the resolution establishing such committee, shall have and may exercise all authority of the Board of Directors in the management of the Corporation, except as otherwise required by law. Vacancies in the membership of the committee shall be filled by a majority vote of the full Board of Directors.

Section 6.2 Minutes. Each such committee shall keep regular minutes of its proceeding and report same to the Board of Directors when required.

ARTICLE VII.

NOTICES

Section 7.1 Required Notices. Whenever, under the provisions of applicable law, the Articles of Incorporation or these Bylaws, any notice is required to be given to any Director, such notice shall be given in writing and delivered either personally or by first-class mail or e-mail, addressed to such Director at his or her address as it appears on the records of the Corporation. If mailed, such notice shall be deemed to be delivered 5 business days after it was deposited in the United States mail with first-class postage prepaid. Notices given by any other means shall be deemed delivered when received by the addressee.

Section 7.2 Waiver of Notice. Whenever under the provisions of applicable law, the Articles of Incorporation or these Bylaws, any notice is required to be given to any Director, a written waiver thereof signed by the person or persons entitled to such notice or e-mail sent to recorded e-mail address, either before or after the time stated therein, shall be deemed the equivalent to the giving of such notice.

ARTICLE VIII.

OFFICERS

Section 8.1 Officer; Election; Term. The officers of the Corporation shall be chosen by the Board of Directors and shall consist of a president, a secretary, a treasurer and such other officers or assistant officers, including vice president, as may be elected by the Board of Directors. Any person may hold more than one office. Officers shall be elected at the annual meeting of the Board of Directors or at any regular or special

meeting and shall hold office until their respective successors have been elected and shall have qualified. If the Board of Directors shall fail in any year or years to meet and elect officers, the officers last elected shall continue to hold office. No officer need be a member of the Board of Directors.

Section 8.2 Additional Officers and Agents. The Board of Directors may appoint such other officers, including a chairman of the Board, a treasurer, one or more vice presidents, assistant secretaries, assistant treasurers and agents as it shall deem necessary. Such officers and agents shall hold their respective offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board of Directors.

Section 8.3 Salaries; Other Duties and Authority. The salaries of all officers of the Corporation shall be fixed by the Board of Directors. The initial annual salary for each officer is \$0; however, the Board of Directors, in its sole discretion, may change the annual salary amount. The Board of Directors, in its sole discretion, may set the salary of each officer in an amount different from the salary, if any, of any other officer. No officer shall be prevented from receiving such salary by reason of the fact that such officer is also a Director of the Corporation. In addition to the duties and authority conferred upon each officer by these Bylaws, each officer shall have such other duties and authority as may be conferred upon such officer by the Board of Directors or delegated to such officer by the president.

Section 8.4 Removal; Vacancies. Any officer or agent elected or appointed by the Board of Directors may be removed by the Board of Directors at any time with or without cause by the affirmative vote of a majority of the Board of Directors. Any vacancy occurring in any office of the Corporation may be filled by the Board of Directors.

Section 8.5 Chairman of the Board. If the Board of Directors elects a chairman of the Board, the chairman shall preside at all meetings of the Board of Directors.

Section 8.6 President. The president shall be the chief executive officer of the Corporation, shall have general and active management of the business of the Corporation and shall see that all orders and resolutions of the Board of Directors are carried into effect. If there shall be no chairman of the Board, the president shall preside at all meetings of the Board of Directors. The president shall have the authority and power to execute on behalf of the Corporation bonds, mortgages, notes, contracts, leases and other documents and instruments (whether or not requiring the seal of the Corporation) except where such documents or instrument are required by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board of Directors to some other officer or agent of the Corporation. If there shall be no treasurer, the president shall have custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and

disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. She or he shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the Board of Directors, at its regular meetings, or when the Board of Directors so requires, an account of all her or his transactions as treasurer and of the financial condition of the Corporation.

Section 8.7 Vice President. Each vice president shall perform such duties and have such powers as the Board of Directors may from time to time prescribe.

Section 8.8 Recording Secretary. The recording secretary shall attend meetings of the Board of Directors and shall record the proceedings of such meetings in books to be kept for that purpose and shall perform like duties as may be prescribed by the Board of Directors or the president, under whose supervision she or he shall be. She or he shall have custody of the corporate seal of the Corporation, and she or he shall have authority to affix it to any instrument requiring it and, when so affixed, it may be attested by her or his signature.

Section 8.9 Treasurer. The Treasurer shall have custody of the corporate funds and securities and shall keep full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board of Directors. She or he shall disburse the funds of the Corporation as may be ordered by the Board of Directors, taking proper vouchers for such disbursements, and shall render to the president and the Board of Directors, at its regular meetings, or when the Board of Directors so requires, an account of all her or his transactions as treasurer and of the financial condition of the Corporation. If required by the Board of Directors, she or he shall give the Corporation a bond in such sum with surety or sureties as shall be satisfactory to the Board of Directors for the faithful performance of the duties of her or his office and for the restoration of the Corporation, in case of her or his death, resignation, retirement or removal from office, of all books, papers, voucher, money and other property of whatever kind in her or his possession or under her or his control belonging to the Corporation.

ARTICLE IX.

SCHOLARSHIPS

Section 9.1 Funds. In keeping with the charitable purpose of the Corporation, funds of the Corporation may be designated and set aside as “Scholarship Funds” to be used to provide scholarships for attendance or participation of students at Peachtree Charter Middle School in special educational, musical, athletic or other supplementary programs as may be selected by the Board of Directors consistent with the school’s

Charter (the “Scholarships”). Any such Scholarships may be full scholarships covering 100% of the fees or costs involved or partial scholarships covering any appropriate percentage of the fees or costs involved.

Section 9.2 Criteria. Scholarships, if any will be awarded to individuals based on the following criteria: (a) family annual income less unreimbursed medical expenses; and (b) special circumstances.

Section 9.3 Procedure. The Board of Directors shall decide by majority vote whether a scholarship program may be established from time to time, under what conditions any Scholarships may be awarded, the individuals to be awarded Scholarships and the amount of any such Scholarship.

ARTICLE X.

GENERAL PROVISIONS

Section 10.1 Indemnification. Each person who is or was a Director or officer of the Corporation shall be indemnified to the fullest extent allowed under the laws of the State of Georgia by the Corporation for those expenses (including attorneys’ fees), judgments, fines and amounts paid in settlement which are allowed to be paid or reimbursed by the Corporation under the laws of the State of Georgia and which are actually and reasonably incurred in connection with any action, suit or proceeding, pending or threatened, whether civil, criminal, administrative or investigative, in which such person may be involved by reason of her or his being or having been a Director or officer of this Corporation. Such indemnification shall be made only in accordance with the laws of the State of Georgia and subject to the conditions prescribed therein.

In any instance where the laws of the State of Georgia permit indemnification to be provided to persons who are or have been an officer or Director of the Corporation, upon application for indemnification by any such person, the Corporation shall promptly determine whether indemnification is appropriate under this Article X by unanimous vote of the Directors not involved in the proceeding. If all Directors are involved in the proceeding, then the entire Board of Directors shall make the determination by unanimous vote.

As a condition to any such right of indemnification, the Corporation may require that it be permitted to participate in the defense of any such action or proceeding through legal counsel designated by the Corporation and at the expense of the Corporation.

Section 10.2 Depositories. All funds of the Corporation shall be deposited in the name of the Corporation in such bank, banks or other financial institutions as the Board of Directors may from time to time designate and shall be drawn out on checks, drafts or other orders signed on behalf of the Corporation by such person or persons as the Board of Directors may from time to time designate.

Section 10.3 Contract and Deeds. All contracts, deeds and other instruments shall be signed on behalf of the Corporation by the president or by such other officer, officers, agent or agents as the Board of Directors may from time to time by resolution provide.

Section 10.4 Seal. The Corporation shall have a corporate seal which shall have inscribed thereon the name of the corporation, the year of its organization and the words "Corporate Seal Georgia." The seal may be used by the secretary of the Corporation by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced. The Board of Directors may from time to time authorize any other officer to affix the seal of the Corporation and to attest to such affixation by his or her signature.

Section 10.5 Books and Records. The Corporation shall keep correct and complete books and records of the Corporation and shall keep minutes of the proceedings of the Board of Directors and any committee appointed under these Bylaws.

Section 10.6 Bylaw Amendments. These Bylaws may be altered, amended or repealed, or new bylaws may be adopted by the Board of Directors pursuant to the requirements of Section 4.3.

Section 10.7 Volunteers. The Board of Directors may, from time to time and in its sole discretion, appoint volunteers to fill certain volunteer positions (created and designed by the Board). The Board may give these volunteers any appropriate powers or duties.

Adopted this ___ day of _____, _____, by all the Directors of the Corporation.

By: _____
Peggy Bussert, Director

By: _____
Nihat Guven

By: _____
Kristin Eith, Director

By: _____
Alex Knight, Director

By: _____
Ellen Etheridge, Director

By: _____
Katie Moussouri, Director

By: _____
Fran Fuller, Director

By: _____
Mollie Terry, Director

By: _____
Lucia Urtusastegui, Director

APPENDIX D
PCMS Foundation Articles of Incorporation
and
501(c)(3) Letter

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

CONTROL NUMBER: 0368925
EFFECTIVE DATE: 12/18/2003
JURISDICTION : GEORGIA
REFERENCE : 0045
PRINT DATE : 12/18/2003
FORM NUMBER : 311

DOUGLAS R. WRIGHT
HOLLAND & KNIGHT LLP
1201 W. PEACHTREE ST. #2000
ATLANTA, GA 30309

CERTIFICATE OF INCORPORATION

I, Cathy Cox, the Secretary of State and the Corporations Commissioner of the State of Georgia, do hereby certify under the seal of my office that

PEACHTREE CHARTER MIDDLE SCHOOL FOUNDATION, INC.
A DOMESTIC NONPROFIT CORPORATION

has been duly incorporated under the laws of the State of Georgia on the effective date stated above 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 in the City of Atlanta and the State of Georgia on the date set forth above.



Cathy Cox
Secretary of State

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

CONTROL NUMBER: 0368925
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HOLLAND & KNIGHT LLP
1201 W. PEACHTREE ST. #2000
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WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on the date set forth above.



Cathy Cox
Secretary of State

**ARTICLES OF INCORPORATION
OF
PEACHTREE CHARTER MIDDLE SCHOOL FOUNDATION, INC.**

ARTICLE ONE

The name of the corporation is PEACHTREE CHARTER MIDDLE SCHOOL FOUNDATION, INC.

ARTICLE TWO

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

ARTICLE THREE

The corporation shall have perpetual duration.

ARTICLE FOUR

The corporation is organized for, irrevocably dedicated to, and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). If permitted by the Code, the charitable purpose of the corporation includes the promotion of social welfare through the raising of scholarship funds to provide physical therapy, speech therapy, occupational therapy and opportunities related to therapeutic riding for children and adults of the general public suffering from neurological disorders, spinal disorders and other impairments requiring such services.

ARTICLE FIVE

The corporation shall have no members.

ARTICLE SIX

The affairs of the corporation shall be managed by a Board of Directors. The number, qualifications, rights, powers and privileges of the Directors and the manner in which Directors shall be elected or appointed shall be provided in the corporation's Bylaws. The corporation's initial Board of Directors shall consist of seven members, whose names and addresses are as follows:

<u>Name</u>	<u>Address</u>
Cindy Cromer	4664 No. Peachtree Rd. Dunwoody, GA 30338

Peachtree Charter Middle School

John E. Gilchrist	4483 No. Peachtree Rd. Dunwoody, GA 30338
C. Edward Kuntz	4891 Trailridge Dr. Dunwoody, GA 30338
Ava Moore	4664 No. Peachtree Rd. Dunwoody, GA 30338
Neal Patton	4664 No. Peachtree Rd. Dunwoody, GA 30038
Daniel Steidle	1143 Aurora Ct. Dunwoody, GA 30338
Pam Tallmadge	1198 Wynterhall Lane Dunwoody, GA 30338

ARTICLE SEVEN

In the event of the dissolution of the corporation or the winding up of its affairs, or other liquidation of its assets, all assets of the corporation remaining after the payment of the corporation's debts shall be conveyed or distributed only to such organization or organizations organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Code similar to those of the corporation as the Board of Directors may determine.

ARTICLE EIGHT

The address of the initial registered office is 4467 Kellogg Circle, Dunwoody, Georgia 30338. The name of the initial registered agent at said address is Anna G. Orr.

ARTICLE NINE

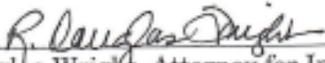
The incorporator is Anna G. Orr, and her address is 4467 Kellogg Circle, Dunwoody, Georgia 30338. The attorney for the incorporator is R. Douglas Wright, and his address is 1201 W. Peachtree Street, N.E., Suite 2000, One Atlantic Center, Atlanta, Georgia 30309.

ARTICLE TEN

The mailing address of the initial principal office of the corporation is 4664 No. Peachtree Road, Dunwoody, Georgia 30338.

Peachtree Charter Middle School

IN WITNESS WHEREOF, the undersigned has executed these Articles of Incorporation as of this 18th day of December, 2003.



R. Douglas Wright, Attorney for Incorporator

ATL1 #591408 v1

CONFIRMATION DIVISION
2003 DEC 18 P 18 07
SECRETARY OF STATE

Peachtree Charter Middle School



CATHY COX
Secretary of State

OFFICE OF SECRETARY OF STATE
CORPORATIONS DIVISION

315 West Tower, #2 Martin Luther King, Jr. Drive
Atlanta, Georgia 30334-1530
(404) 658-2817

Registered agent, officer, entity status information via the Internet
<http://www.georgiacorporations.org>

WARREN RARY
Director

ENRICO M. ROBINSON
Assistant Director

TRANSMITTAL INFORMATION
GEORGIA PROFIT OR NONPROFIT CORPORATIONS

DO NOT WRITE IN SHADED AREA - SOS USE ONLY

DOCKET #	PENDING #	CONTROL #
DOCKET CODE	DATE FILED	AMOUNT RECEIVED
		CHECK/ RECEIPT #
TYPE CODE	EXAMINER	JURISDICTION (COUNTY) CODE

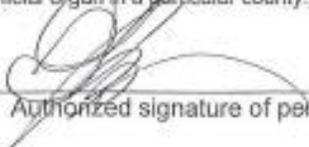
NOTICE TO APPLICANT: PRINT PLAINLY OR TYPE REMAINDER OF THIS FORM

1. Corporate Name Reservation Number (if one has been obtained; if articles are being filed without prior reservation, leave this line blank)
Peachtree Charter Middle School Foundation, Inc.
Corporate Name (List exactly as it appears in articles)

2. Douglas R. Wright, Esq. 404.817.8485
Name of person filing articles (certificate will be mailed to this person, at address below) Telephone Number
c/o Holland & Knight LLP, 1201 W. Peachtree Street, N.E., Suite 2000
Address
Atlanta GA 30309
City State Zip Code

3. Mail or deliver the following items to the Secretary of State, at the above address:
1) This transmittal form
2) Original and one copy of the Articles of Incorporation
3) Filing fee of \$100.00 payable to Secretary of State. Filing fees are NON-refundable.

I certify that a Notice of Incorporation or Notice of Intent to Incorporate with a publication fee of \$40.00 has been or will be mailed or delivered to the official organ of the county where the initial registered office of the corporation is to be located. (List of legal organs is posted at web site; or, the Clerk of Superior Court can advise you of the official organ in a particular county.)


Authorized signature of person filing documents

December 18, 2003
Date

Request certificates and obtain entity information via the Internet: <http://www.georgiacorporations.org>

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

DOCKET NUMBER : 043370781
CONTROL NUMBER: 0368925
EFFECTIVE DATE: 11/16/2004
REFERENCE : 0093
PRINT DATE : 12/02/2004
FORM NUMBER : 112

HOLLAND & KNIGHT
LINDA H. AUTREY
1201 W. PEACHTREE ST., NE#2000
ATLANTA, GA 30309

CERTIFICATE OF CORRECTION

I, Cathy Cox, the Secretary of State and the Corporations Commissioner of the State of Georgia, do hereby certify under the seal of my office that

PEACHTREE CHARTER MIDDLE SCHOOL FOUNDATION, INC.
A DOMESTIC NONPROFIT CORPORATION

has filed articles of correction in the Office of the Secretary of State and has paid the required fees as provided by Title 14 of the Official Code of Georgia Annotated. Attached hereto is a true and correct copy of said articles of correction.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on the date set forth above.



A handwritten signature in black ink, appearing to read "Cathy Cox".

Cathy Cox
Secretary of State

ARTICLES OF CORRECTION
OF
PEACHTREE CHARTER MIDDLE SCHOOL FOUNDATION, INC.

ARTICLE ONE

The name of the corporation is PEACHTREE CHARTER MIDDLE SCHOOL FOUNDATION, INC.

ARTICLE TWO

The Articles of Incorporation for the corporation were filed December 18, 2003 pursuant to the provisions of the Georgia Nonprofit Corporation Code.

ARTICLE THREE

The Articles of Incorporation contained an incorrect statement of corporate purpose in Article IV thereof. Article IV thereof, as corrected, shall read as follows:

"ARTICLE FOUR

The corporation is organized for, irrevocably dedicated to, and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The charitable purpose of the corporation includes assisting in the development and maturation of the student body of Peachtree Charter Middle School through providing financial support to academic and enrichment programs, athletics and community outreach programs, all in accordance with the Charter of Peachtree Charter Middle School."

IN WITNESS WHEREOF, the undersigned has executed these Articles of Correction as of this 15th day of November, 2004.



R. Douglas Wright, Attorney for Incorporator

612814_v2

RECORDS SECTION
NOV 19 2 34 PM '04
SECRETARY OF STATE

Peachtree Charter Middle School

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUN 28 2008

PEACHTREE CHARTER MIDDLE SCHOOL
FOUNDATION INC
C/O R DOUGLAS WRIGHT
1201 W PEACHTREE ST NE STE 2000
ATLANTA, GA 30309

Employer Identification Number:
20-1960621
DLN:
17053245023015
Contact Person:
WAYNE A FORD ID# 75068
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31st
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
December 18, 2003
Contribution Deductibility:
Yes
Advance Ruling Ending Date:
December 31, 2007

Rectangular Snip

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. During your advance ruling period, you will be treated as a public charity. Your advance ruling period begins with the effective date of your exemption and ends with advance ruling ending date shown in the heading of the letter.

Shortly before the end of your advance ruling period, we will send you Form 8734, Support Schedule for Advance Ruling Period. You will have 90 days after the end of your advance ruling period to return the completed form. We will then notify you, in writing, about your public charity status.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

If you distribute funds to other organizations, your records must show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), you must have evidence the funds will be used for section 501(c)(3) purposes.

Letter 1045 (DO/CG)

Peachtree Charter Middle School

PEACHTREE CHARTER MIDDLE SCHOOL

If you distribute funds to individuals, you should keep case histories showing the recipient's name and address; the purpose of the award; the manner of selection; and the relationship of the recipient to any of your officers, directors, trustees, members, or major contributors.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)
Statute Extension

APPENDIX E - Sample Partners in Education Agreement

Peachtree Charter Middle School
Partners in Education (PIE)
Bank of North Georgia
5506 Chamblee Dunwoody Road
770.395-2000

2014-15

August 2014 Registration

Provide bottled water and/or promotional material to PCMS families. August 6th .
Please deliver to school by Wednesday, August 4th.

October 2014 Harvest Festival/ CVC Classic

October: Participate in CVC 5k run / Drama Harvest Festival. Provide bottled water for participants.

March 2015 Display case for month of March

Additional Partnership Opportunities

- Promote School Climate Program – donation request of prizes to be used for student incentives (i.e. calculators, candy, mints)
- Mentor and/or tutor students
- Support Teacher of the Month or Year programs
- Volunteer to be part of school committees and award programs
- Job Shadow opportunities - 20 plus 8th graders.

Proposed Educational Seminars Series available for Students, Faculty, Staff and Parents:

As part of our partnership and commitment to serving the needs and interests of the Peachtree Charter Middle School community, Bank of North Georgia is excited to offer a series of value-add financial seminars that will provide students, faculty, staff and parents with important information and insight into topics impacting their finances and financial future.

Student Seminar Topics:

Technology & Banking

- From your computer, to your cell phone or PDA – how banking is at your fingertips any time, any day, anywhere.
- Remote Capture - the new age of paperless checks
- ATMs – will brick and mortar branch banks go away some day?

Banking Basics

- Start saving now! – applying the rule of 72
- Don't be spastic with your plastic! – the importance of understanding credit cards
- Debit cards vs. credit cards – there is a difference!
- The Federal Reserve – is it the backbone of the banking industry?

Faculty, Staff & Parent Seminar Topics:

Mortgages

- First Time Home Buying
- When & How to Refinance Your Mortgage
- Second Mortgages & Home Equity Lines of Credit

Investments

- Managing Your Assets
- Building an Investment Portfolio
- Income for a Lifetime

Banking

- The Importance of Budgeting in Today's Economy
- Banking Safety & Soundness
- Protecting Your Identity

PCMS Partners In Education Showcase/Recognition

- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business

Peachtree Charter Middle School

Peachtree Charter Middle School
Partners in Education (PIE)
Chick-fil-A Perimeter Pointe
1145 Mt. Vernon Highway

2014-2015 Proposal

August 2014 Parent – Teacher – Student Open House

Provide promotional materials to hand out to PCMS families. **Please bring to school by Monday, August 4th.**

December 2014 Display Case for month of December
Chick-fil-A display shown in one of the PCMS display cases.

Spirit Nights

Donation requests for: Chick-fil-A incentive coupons the 2013-2014 school year:

coupons - **“Thank you for Joining the PTCC”**
coupons - **“Bus Driver Appreciation Day”**
coupons - **“Red Ribbon Week”** - *be drug free*
coupons - **“Teacher Appreciation Week”**
coupons - **“Box Tops” program** - *thank you for collecting box tops*
coupons - **“Career Day”** - *to thank the individuals that spoke*
coupons - **“Drama Club Fundraiser”** - *Fall Harvest Festival*
coupons - **“Student of the Month”** - *Mrs. Effatts program*
coupons - **“Principal”** – *Mr. Heptinstall*

coupons - **“you make our school better”**

coupons - **“Pride of Peachtree”**

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Promotion of Spirit Nights on school marquee

Peachtree Charter Middle School

- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes spirit night events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School
Partners in Education (PIE)
Domino's - Jett Ferry Road location

2014-2015 Proposal

- August 2014 Registration dates: August 1st and Aug. 7th
Provide promotional material for Partners in Education (PIE) table to hand out to PCMS families. * **Please deliver to school by Monday, August 4th.**
- September 2014 Support "Box Tops" program (to be used throughout the year)
Request for: (4) Family Pack certificate for student/teacher to win.
- November 2014 Display Case for month of November
Provide promotional material to feature in PCMS display case.
- May 2015 Support Patriot's Games
Pizza supplied to Patriots Games for a pre-determined discounted rate between Domino's and Patriot's games committee.

Additional donation requests for the 2014-2015 school year:

- Participate in annual 5k run / drama harvest festival October 19th.
- Donation of Domino's "Certificate of Achievement Awards" (**Quantity 200**)
PCMS will use throughout the year for special recognition

Peachtree Charter Middle School

- School discount on pizza for large events held at the school.

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Rotary Club of Dunwoody

2014-2015 Proposal

- Junior Achievement for 6th grade: 10 club members taught a total of 15 classes – approximately 360 students were touched by this program
- Quiz Bowl: This year we have had 9 Rotary members participate in coaching the PCMS team. The team made it to a third place finish at the Regionals, which is their highest finish to date
- Special Olympics: 10 Rotarians assisted with the softball skills program at PCMS in October
- CV Classic 5K run: 14 Rotarians and Rotaract members (Junior Rotary) volunteered with check in, set up, clean up and as field marshals
- Recognized “Teacher of the Year” at a weekly Rotary meeting
- Donated \$4,300 to fund a Promethean Board (Active Board) for the Health classroom
- We hope to work with the Dunwoody Sustainability Commission to increase recycling and environmental awareness at Peachtree.
- Per Mr. Heptinstall's request, we also will be providing volunteers to assist with dismissal on the last day of school -- May 22.
- Next year, we plan to help with Career Day, as we have in the past.
- We also hope to re-start the Interact Club at Peachtree.

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes spirit night events via calling post message system

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Farm Burger~Dunwoody

2014-2015 Proposal

August 2014 Parent – Teacher – Student Open House

Provide promotional materials to hand out to PCMS families. **Please bring to school by Monday, August 4th.**

December 2014 Display Case for month of December

A display shown in one of the PCMS display cases.

Donation requests for: Farm Burger incentive coupons the 2013-2014 school year:

- **“Thank you for Joining the PTCC”**
- **“Teacher Appreciation Week”**
- **“Box Tops” program** - *thank you for collecting box tops*
- **“Drama Club Fundraiser”** - *Fall Harvest Festival*
- **“Spirit Nights”**
- **“Pride of Peachtree”**

PCMS Partners In Education Showcase/Recognition

Peachtree Charter Middle School

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes spirit night events via Marquee message system

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Georgia Natural Gas

Gina Niederhauser

ATTN: TrueBlue Schools

TrueBlue Schools Program, GNG

P.O. Box 78760

Atlanta, GA 30357

2014-2015 Proposal

August 2014

Student Registration

Provide signup forms to PCMS families. **Please drop off to front office by Monday, August 4th.**

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Georgia Natural Gas

Gina Niederhauser

ATTN: TrueBlue Schools

TrueBlue Schools Program, GNG

P.O. Box 78760

Atlanta, GA 30357

2014-2015 Proposal

August 2014

Student Registration

Provide signup forms to PCMS families. **Please drop off to front office by Monday, August 4th.**

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Huntington Learning Center

2014-2015 Proposal

August 2013

Registration Day: August 1st and 7th

Provide promotional material or coupons to hand out to PCMS families. * **Please deliver to school by Monday, August 4th.**

Display Case for month of August

Provide promotional material to be shown in one of the PCMS PIE display

October 2014

Donation of Pencils

request for: donation of pencils for PSAT 8th grade.

January 2015

Support February "Box Tops" contest.

request for: Huntington Learning Center gift basket for a teacher to win.

April 2015

Donation of Pencils

request for: donation of pencils for CRCT (all grades)

Additional donation requests for the 2014-2015 school year:

Peachtree Charter Middle School

- Offer discount prices for practice PSAT test to PCMS students in the fall. (\$30.00 fee) This would give the students the opportunity to experience the test without the score being on their record and give their parents a 13 page break down of their strengths and weaknesses.
- Donation for Harvest Festival or sponsorship in Annual 5k run (silent auction October 1st) and donation for Student Showcase (February).
- Offer the “Homework: A Parent’s Survival Guide” program. This is a practical workshop that offers parents the advice they need to tackle common homework problems, ways to structure their children’s time, and suggest an environment to improve homework performances.
- Donation of tissues for class rooms (when available)
- Bookmarks for Read Across America and other needed events.

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- PCMS Newsletter e-mailed to all partners (5 times a year)
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School / Partners in Education

Jersey Mike's – Dunwoody

2458 Jett Ferry Road

2014-2015 Proposal

August 2014

Registration Day

Provide flyers or promotional material for Partners in Ed. (PIE) table to hand out to PCMS families. **Drop off by Monday, August 4th.**

September 2014

Display Case for month of September

Provide promotional material to display shown in one of the PCMS display cases.

October 2014

Harvest Festival/ CVC Classic Run

Sponsorship in annual 5k run; October 18th

January 2015

Support "Box Tops" contest.

Donation request: (quantity 2) 6 foot sub for student to win, (quantity 2) teacher to win party platter for 10

April 2015

Support Teacher Appreciation Day

Donation request: Jersey Mike's coupon (any kind) to give to teachers for Teacher Appreciation Day.

Additional donation requests for the 2014-2015 school year:

Peachtree Charter Middle School

- Mrs. Effatt's "Promoting School Climate" program – support program once during the school year. This would be a donation of a box lunch for up to 30 students that achieve their "Promoting School Climate" goals.
- Support Bus Driver Appreciation Day
- Donation request: Jersey Mike's coupon to give to PCMS bus drivers
- Jersey Mike's coupons (200) to be given to students and teachers that participate in the Box Tops program.

PCMS Partners In Education Showcase/Recognition

- Allow partners to "advertise" for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business

Peachtree Charter Middle School

Peachtree Charter Middle School / Partners in Education

Jersey Mike's – Dunwoody

2458 Jett Ferry Road

2014-2015 Proposal

August 2014

Registration Day

Provide flyers or promotional material for Partners in Ed. (PIE) table to hand out to PCMS families. **Drop off by Monday, August 4th.**

September 2014

Display Case for month of September

Provide promotional material to display shown in one of the PCMS display cases.

October 2014

Harvest Festival/ CVC Classic Run

Sponsorship in annual 5k run; October 18th

January 2015

Support "Box Tops" contest.

Donation request: (quantity 2) 6 foot sub for student to win, (quantity 2) teacher to win party platter for 10

April 2015

Support Teacher Appreciation Day

Donation request: Jersey Mike's coupon (any kind) to give to teachers for Teacher Appreciation Day.

Additional donation requests for the 2014-2015 school year:

Peachtree Charter Middle School

- Mrs. Effatt's "Promoting School Climate" program – support program once during the school year. This would be a donation of a box lunch for up to 30 students that achieve their "Promoting School Climate" goals.
- Support Bus Driver Appreciation Day
- Donation request: Jersey Mike's coupon to give to PCMS bus drivers
- Jersey Mike's coupons (200) to be given to students and teachers that participate in the Box Tops program.

PCMS Partners In Education Showcase/Recognition

- Allow partners to "advertise" for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Northside Hospital

1000 Johnson Ferry Rd, NE

Atlanta, GA 30342

Kim Brenneman

Northside Hospital Foundation

2014-2015 Proposal

August 2014

Student Registration

Provide Northside Hospital bags to PCMS families. **Please drop off to front office by Monday August 4th.** Registration is August 6th.

Donation - 4 prizes/gift cards for Box Tops / teacher of the year.

October 2014

Annual CV Classic 5k run/ drama festival

Water bottle donation. Silent Auction donation.

Grant for Clinic nurse, Ms. Wood.

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education

Pearle Vision - Perimeter -

2014-2015 Proposal

August 2014

Registration Day: August 6th

Provide flyer or coupons to hand out to PCMS families. **Please deliver to the school by Monday, August 4th.**

September 2014

Support September "Box Tops" contest.

Donation request for: *Free eye exam (valued up to \$54.95)

*free pair of eye glasses (valued up to \$400.00) for a student to win.

September 2014

Display Case for month of September

Provide promotional material for one of the PCMS display cases.

February 2015

Support February "Box Tops" contest.

Donation request for: *Free eye exam (valued up to \$54.95)

* free pair of eye glasses (valued up to \$400.00) for a student to win.

Additional donation requests for the 2014-2015 school year:

- Continue to offer the Onesight program to Peachtree students.

Peachtree Charter Middle School

The Onesight program gives underprivileged PCMS students the gift of sight.

Dr. Carla Lindsay and Pearle Vision will continue to donate free eye exams and glasses to students that qualify for the Onesight program. <http://www.onesight.org>

- Have a small Onesight collection box in the school so parents, teachers and staff can always leave old glasses to be recycled.

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes spirit night events via marquee and e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Plantation South of Dunwoody

2014-2015 Proposal

August 2014

Registration Day:

Flyer / promotional material for PIE table to hand out to PCMS families. ***Please deliver material to the school by Monday, August 4th.**

October 2014

Annual Drama Harvest Festival / CVC 5k Run

Annual festival to be held at school on Saturday, October 18th. Provide water station and water bottles during run. Have a booth set up at festival.

January 2015

Support January "Box Tops" contest.

request for: donation for the Box Tops contest for a teacher to win.

Monthly prizes awarded - program raises approximately \$1,500.00 per year.

Display Case for month of January

Plantation South of Dunwoody display featured in one of the

PCMS PIE display cases located in school hallway.

May 2015

Dunwoody Chamblee Parents Council Meeting

request for: fruit arrangement

The DCPC meeting is when Teachers, Parents, School Board members, and Principals attend the year end meeting at Peachtree.

Peachtree Charter Middle School

Additional partnership opportunities:

- The PCMS band and orchestra performance at Plantation South of Dunwoody.
- Community Service opportunities for Peachtree Students.
- Opportunities for seniors to visit classes and support lesson plans as it relates to curriculum.
- Plantation South of Dunwoody Chef to support home economic classes.

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- PCMS Newsletter e-mailed to all partners (5 times a year)
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Rita's Italian Ice

2014-2015 Proposal

August 2014

Registration Day: August 6th

Provide flyer or coupons to hand out to PCMS families. ***Please deliver to the school by Monday, August 4th.**

November 2014

Display Case for month of November

Provide promotional material to be shown in one of the PCMS display cases.

Additional donation requests for the 2014-2015 school year:

- Mrs. Effatt's "Promoting School Climate" program – support program once during the school year. This would be a donation Rita's Italian Ice for up to 30 students.
- Special PCMS discounts for large events held at the school (orders greater than 10)

Peachtree Charter Middle School

- Sponsorship of annual Harvest Festival / CV Classic 5k run to be held at school on Saturday October 18th.
- Rita's Italian Ice coupons (200) to be given out to students and teachers that support the "Box Tops" contests on Friday mornings.
- Possible additional donations made to special events at school.

PCMS Partners In Education Showcase/Recognition

- Allow partners to "advertise" for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes events via e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Shane's Rib Shack

2014-2015 Proposal

August 2014 Registration Day: August 6th

September 2014 Support "Box Tops" contest.

Donation request: (3) \$15.00 in Shane's Bucks for student to win plus, (3) \$15.00 in Shane's Bucks for teacher to win. (To be used throughout the school year)

October 18, 2014 Sponsor Annual Harvest festival/CVC 5k run.

April 2015 Display Case for month of April

Provide promotional material to be displayed in one of the PCMS display cases.

Additional donation requests for the 2014-2015 school year:

Peachtree Charter Middle School

- Mrs. Effatt's "Promoting School Climate" program – support program once during the school year. This would be a donation of a box lunch for up to 30 students that achieve their "Promoting School Climate" goals.
- Provide 200 discount coupons to be used throughout the school year for Box Top participation.
- "Drama Club" – Support the Drama Club by helping supply food for one of their rehearsal nights.
- Special PCMS discounts for large events held at the school (orders greater than 10)

PCMS Partners In Education Showcase/Recognition

- Allow partners to "advertise" for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
- Periodic Recognition via e-mails to 650+ PCMS parents
- Tax deductible letter for donations
- PIE plaque to hang in school and business
- PIE committee promotes spirit night events via marquee and e-blasts

Peachtree Charter Middle School

Peachtree Charter Middle School

Partners in Education (PIE)

Subway – Dunwoody Hall

2014-2015 Proposal

August 2014

Registration Day

August 6th . ***Please deliver material to the school by Monday, August 4th.**

September 2014

Support “Box Tops” contest. (to be used throughout school year)

Donation request: (3) student prize and (3) teacher prize

possible prize(s) 5 free subway sandwich coupons (or) a free party platter

April 2015

Display Case for month of April

Subway display shown in one of the PCMS display cases.

Additional donation requests for the 2014-2015 school year:

- Mrs. Effatt’s “Promoting School Climate” program – support program once during the school year. This would be a donation of a box lunch for up to 30 students that achieve their “Promoting School Climate” goals.
- “Student Awards” – (200) free 6 inch sub coupons that PCMS can give out to students as recognition prizes.
- Special PCMS discounts for large events held at the school (orders greater than 10)

PCMS Partners In Education Showcase/Recognition

- Allow partners to “advertise” for periods of time utilizing school display cases
- Recognition on school marquee
- Recognition on school website with link back to business
- Recognition in school newsletter – PIE listed on front page of the newsletter
 - Periodic Recognition via e-mails to 650+ PCMS parents
 - Tax deductible letter for donations
 - PIE plaque to hang in school and business
 - PIE committee promotes events via e-blasts

APPENDIX F

Documentation of Innovative Programs

Hatponics

The screenshot displays the HATponics website. At the top left is the logo for HATponics Sustainable Agriculture, featuring a stylized fish and plant. A navigation menu includes links for Home, HATponics Sustainability Initiative, Education, International, About, Contact, and Internship or Volunteer Opportunities. A 'Welcome' section contains a banner for '20 MILLION BY 2020' and introductory text about sustainable agriculture solutions. Below this is a video player titled 'Who is HATponics?' showing a man speaking in front of a HATponics sign. To the left of the video is a section titled 'HATponics: Dedicated to Education' with a photo of children. Further down, the 'HATponics Mission' section describes their goal to feed 20 million people by 2020. The 'What is Aquaponics?' section explains the combination of hydroponics and aquaculture. The 'Internship or Volunteer Opportunities' section offers a unique program for students and the community. A 'In The News With HATponics' sidebar lists several news articles with hyperlinks.



HATponics staff training



Stem Application

**Peachtree Charter Middle School
STEM Cohort 2015-2016 Application**

******Applicant Information******

Student Name: _____
Last *First*

DeKalb County School District Student ID Number: _____

Address: _____
Street Address *Apartment/Unit #*

City *State* *ZIP Code*

Parent(s) / Guardian(s) Name:

Last *First*

Last *First*

Parent / Guardian Email _____

******Math, World Language, and Music Information******

Math currently taking in 7th grade (circle one): Math 7 Accelerated Math 7

World Language currently taking in 7th grade (circle one): Spanish German French None

Music program participating in 7th grade (circle one): Band Chorus Orchestra None

By signing this application, I acknowledge that I have read and agree with the obligations and requirements outlined on the STEM **Criteria for Consideration** form.

Parent / Guardian Signature

Date

Physical Science Course Description

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

Major Concepts/ Skills:	Concepts/Skills to Maintain:
Classifications of Matter	Characteristics of Science
Atomic Theory/Configuration	Records investigations clearly and accurately
Periodicity	Uses scientific tools
Bonding/Nomenclature	Interprets graphs, tables, and charts
Chemical Reactions	Writes clearly
Law of Conservation of Matter	Uses proper units
Solutions	Organizes data into graphs, tables, charts
Acid/Base Chemistry	Uses models
Phase Changes	Asks quality questions
Laws of Motion and Force	Uses technology
Energy Transformation	Uses safety techniques
Electrical/Magnetic Forces	Analyzes data via calculations and inference
Wave Properties	Recognizes the importance of explaining data with precision and accuracy

Taken from:

https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Physical_Science_Revised_06.pdf

Foundations of Engineering and Technology Course Description

The Foundations of Engineering and Technology is the introductory course for the Engineering and Technology Education pathways. This STEM driven course provides the students with an overview of engineering and technology including the different methods used in the engineering design process developing fundamental technology and engineering literacy. Students will demonstrate the skills and knowledge they have learned through various project based activities while using an engineering design process to successfully master the “E” in STEM. The pre-requisite for this course is advisor approval.

Taken from:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/Foundations-Engineering-Technology.pdf>

Visual Arts Overview

Building on the educational outcomes of Visual Arts in elementary and middle school education, high school art prepares students for personal development in the arts, the construction of a body of work that may be instrumental in admission to higher education and professional development. The Georgia Performance Standards for Visual Arts builds opportunities for students to grow in affective, academic, and social ways through the explorations of visual media in their own art making. Following a comprehensive introduction to the Visual Arts, students demonstrate rigorous inquiry into specific disciplinary fields of study. The standards guide development of the students' technical skills and higher-order thinking. This sequenced, developmentally appropriate set of standards for high school has been designed to develop aesthetic understanding, creative thinking, artistic skills and knowledge, historical and cultural context, critical analysis, and connections to other disciplines.

Taken from:

https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/9-12_Fine_Arts_Visual_2-11-2010.pdf

Peachtree Charter Middle School

PCMS Club Volleyball Schedule – Gold Team

(Note: Gold Team only – there are three additional teams with full schedules)

Date	Detail	Time	Location	Details
Saturday, 8/1/15	PCMS Tryouts (Session 1)	12:00 - 2:00	PCMS Gym	
Saturday, 8/1/15	PCMS Tryouts (Session 2)	2:15 - 4:15	PCMS Gym	
Thursday, 8/13/15	Home Scrimmage	5:30 - 6:30	PCMS Gym	5:30 vs. Chamblee
Saturday, 8/15/15	Kick Off Classic	All Day	North Cobb HS	<u>Address</u> -3400 Old 41 Hwy., North, Kennesaw, GA 30144
Wednesday, 8/19/15	Home Match	5:30 - 8:30	PCMS Gym	5:30 vs. GAC; 7:30 vs. Blessed Trinity
Saturday, 8/22/15	Saturday Tournament	All Day	Woodward	<u>Address</u> -1662 Rugby Avenue, College Park, GA 30337
Wednesday, 8/26/15	Home Match	5:30 - 8:30	PCMS Gym	5:30 vs. HIES; 7:30 vs. Marist
Saturday, 8/29/15	Saturday Tournament	All Day	Lambert HS	<u>Address</u> -805 Nichols Road, Suwanee, GA 30024
Wednesday, 9/2/15	Home Match	5:30 - 8:30	PCMS Gym	5:30 vs. St. Pius; 7:30 vs. Roswell
Wednesday, 9/9/15	Away Match	6:00 - 8:00	HIES Gym	6:00 vs. Pace; 7:00 vs. Holy Innocents; <u>Address</u> -805 Mt. Vernon Hwy., N.W., Atlanta, GA 30327
Saturday, 9/12/15	Saturday Tournament	All Day	PCMS Gym	
Thursday, 9/17/15	Away Match	6:00 - 8:00	Alpharetta HS	6:00 vs. Alpharetta; 7:00 vs. South Forsyth
Saturday, 9/19/15	Saturday Tournament	All Day	Harrison HS	<u>Address</u> -4500 Due West Road, Kennesaw, GA 30152
Monday, 9/21/15	Home Match	5:30 - 8:30	PCMS Gym	5:30 vs. Woodward; 7:30 vs. Roswell
Wednesday, 9/23/15	Away Match	5:30 - 6:30	GAC Gym	5:30 vs. GAC
Saturday, 9/26/15	Saturday Tournament	All Day	Centennial HS	<u>Address</u> -9310 Scott Road, Roswell, GA 30076
Wednesday, 9/30/15	Fall Classic	TBD	North Cobb HS	<u>Address</u> -3400 Old 41 Hwy., North, Kennesaw, GA 30144; Day 1 of Tournament
Saturday, 10/3/15	Fall Classic	All Day	North Cobb HS	<u>Address</u> -3400 Old 41 Hwy., North, Kennesaw, GA 30144; Day 2 of Tournament

APPENDIX G – Governance Duties and Responsibilities

Governing Board for PCMS Foundation

(9 members: Principal, 2 teachers, 6 parents)

REVIEWS LONGTERM OBJECTIVES
CONSULTS, REPORTS
OBJECTIVES
APPROVES PTCC RECOMMENDATIONS
REQUESTS



MANAGES LONGTERM BUDGET
MONITORS LONGTERM CHARTER
APPROVES TEACHER/STAFF GRANT

Parent Teacher Charter Council (PTCC)

Executive Council

(14 Members: Principal, Foundation Chair, 5 teachers, 7 parents)

RECOMMENDS ANNUAL OBJECTIVES, BUDGET
MONITORS ACTION TEAM INITIATIVES
EXPENSES



APPROVES ANNUAL OBJECTIVES
MANAGES ANNUAL BUDGETED

PTCC ACTION TEAMS

(Executive Council Parent and Faculty Co-Chair)

Curriculum & Instruction
Family & Community Relations
Facilities & Equipment
Finance
School Climate
School Activities

RECOMMENDS STRATEGY
INVOLVEMENT
SUPPORTS SCHOOL IMPROVEMENT PLAN
CHANNELS

ENCOURAGES PARENTAL
MAINTAIN COMMUNICATIONS

APPENDIX H – Governance Matrix

<p>Peachtree Charter Middle School</p> <p>Personnel Decisions</p>	<p>Governing Board Authority</p> <p><i>Examples include: select the Principal or school leader, evaluate the school leader (LKES), and have control over ALL hiring decisions, transfers, promotions, demotions, lateral moves, and termination of all faculty and staff.</i></p>	<p>Actual GB Authority and How and When GB Authority will be Implemented</p> <p><u>Selection of School Leader:</u></p> <ul style="list-style-type: none"> Prepares job description for PCMS Principal, for input into District PATS system. District will process and review all candidates and select a minimum of 3 highly qualified candidates to present to the GB. GB will interview candidates and choose two finalists. GB and DCSD Superintendent will collaborate together to select final candidate. PCMS Principal will be a DCSD employee and DCSD will manage personnel functions. <p><u>Evaluation of School Leader:</u></p> <ul style="list-style-type: none"> Reviews stakeholder surveys regarding school and Principal performance. Performance evaluation of Principal conducted by DCSD Superintendent's designee. GB advisory evaluation to be forwarded to District Human Resources department for consideration by the Principal's supervisor in addition to the Principal's LKES evaluation. 	<p>Principal's Authority</p> <p><i>Examples include: Input on Principal and faculty goals, feedback on Principal and faculty performance, evaluation of teachers (TKES), type and qualifications of all substitutes, attributes and qualifications for school administrative positions.</i></p>	<p>Actual Principal Authority and How and When Principal Authority will be Implemented</p> <p><u>Personnel Decisions:</u></p> <ul style="list-style-type: none"> Makes recommendations for hiring types of positions to GB for input. Makes recommendations for hiring specific individuals, promotion, retention, suspension, and termination to District for approval, per District policy and procedures. Manages staff transfer and reassignment process with District Handles site-based employee issues, following District policy. PCMS personnel vacancies will not need to be filled from DCSD priority reassignment <p><u>Staff Evaluations:</u></p> <ul style="list-style-type: none"> Implements TKES evaluations. Develops and/or Implements supplemental staff evaluation as defined by GB policy. Supplemental staff evaluation may be provided to District, for consideration. <p><u>Satisfaction Survey:</u></p> <ul style="list-style-type: none"> Implements annual survey of PCMS stakeholders to obtain feedback on Principal and faculty performance. Shares survey results with GB and PCMS stakeholders.
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add text complete as to personal use state. final policy may subject this matrix

		<ul style="list-style-type: none"> • Provides input to the Principal on type and allocation or personnel positions. • Provides input to the Principal on desired qualifications for newly created positions. • Principal has final say on hiring of all personnel • Will support the use of part-time staff as deemed necessary by the Principal. <p><u>Stakeholder Input:</u></p> <ul style="list-style-type: none"> • Responds to PTCC Council recommendations. <p><u>Change in Autonomy:</u></p> <ul style="list-style-type: none"> • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary. 		<ul style="list-style-type: none"> • Implements survey of PCMS staff that leave voluntarily to obtain feedback information. • Shares survey results with GB
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site not complete as of petition use date. Final policy may affect this matrix.

<p>Financial Decisions and Resource Allocation</p>	<p><i>Examples include: Establish compensation model including salary schedules, bonus or performance based increases, etc., set budget priorities that are aligned with school improvement plan, final school budget approval, establish financial policies and standard operating procedures.</i></p>	<p>On-Site School Budget:</p> <ul style="list-style-type: none"> Review and approves on-site school budget prepared by Principal. <p>Site-Based Costs:</p> <ul style="list-style-type: none"> Will work with DCSD Finance to identify costs for PCMS services. Establish the number and type of personnel, curriculum costs, supply costs, equipment costs, maintenance, and operations costs in conjunction with the Principal from available funds. <p>Fundraising and Donations:</p> <ul style="list-style-type: none"> Approves use of fundraising proceeds and donations per GB policy. <p>Budget Updates:</p> <ul style="list-style-type: none"> Per GB policy, receives information about District budget expenditures vs. allocations from Principal. <p>Compensation Model:</p> <ul style="list-style-type: none"> Per GB policy, uses fundraising and/or donated funds stipends to faculty and staff, contingent upon Principal and DCSD. <p>Stakeholder Input:</p> <ul style="list-style-type: none"> Responds to PTCC Council recommendations. <p>Change in Autonomy:</p> <ul style="list-style-type: none"> Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary. 	<p><i>Examples include: input into the recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs.</i></p>	<p>On-Site School Budget :</p> <ul style="list-style-type: none"> Manages on-site school budget with reports per GB policy. <p>Fundraising and Donations:</p> <ul style="list-style-type: none"> Manages with reports per GB policy. <p>Financial Reports:</p> <ul style="list-style-type: none"> Shares District financial information with GB per GB policy. Shares financial reporting required by the District with GB per GB policy.
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<p>Curriculum and Instruction</p>	<p><i>Examples include: final selection of instructional delivery model, final selection of curriculum, including any changes in curriculum as needed to improve student achievement, establish additional graduation requirements.</i></p>	<p><u>Curriculum Selection:</u></p> <ul style="list-style-type: none"> Approves recommendations put forth by Principal. <p><u>New Courses :</u></p> <ul style="list-style-type: none"> Approves new courses or subjects recommended by Principal. <p><u>Student Achievement and Innovation:</u></p> <ul style="list-style-type: none"> Determines reporting frequency to monitor progress. <p><u>Stakeholder Input:</u></p> <ul style="list-style-type: none"> Responds to PTCC Council recommendations. <p><u>Change in Autonomy:</u></p> <ul style="list-style-type: none"> Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary. 	<p><i>Examples include: recommend curriculum and accompanying materials consistent with school's "Essential and Innovative Features" in charter contract, determine whether certification will be required, plan professional development for staff, recommend additional graduation requirements.</i></p>	<p>In consultation with Faculty and Bicameral Advisory Council:</p> <ul style="list-style-type: none"> Selects curricula and accompanying materials. Supports development and implementation of school academic programming. Supports staff in diversifying and improving instructional delivery models used at PCMS.
<p>Establishing and monitoring the achievement of school improvement goals</p>	<p><i>Examples include: approve school improvement plan and provide oversight of its implementation, hold Principal accountable for implementation and timeline, evaluate success and make revisions as needed.</i></p>	<p><u>School Improvement Plan:</u></p> <ul style="list-style-type: none"> Reviews and approves plan developed by Principal in accordance with DCSD requirements and GB supplements, if applicable. Determines reporting frequency for progress. Defines revisions/corrective action as necessary. <p><u>Charter Requirements :</u></p> <ul style="list-style-type: none"> Monitors progress in implementing charter innovations and required performance goals. Prioritizes corrective action where necessary. Assists in identifying partners to achieve Charter goals. 	<p><i>Examples include: recommend school improvement plan, hold faculty and staff accountable for implementation and timeline, evaluate success and recommend revisions as needed.</i></p>	<p><u>School Improvement Plan :</u></p> <ul style="list-style-type: none"> Prepares School Improvement Plan per District requirements. Includes supplements required per GB policy. Requests input from PCMS stakeholders through Bicameral Advisory Council as well as individual input. <p><u>Student Achievement:</u></p> <ul style="list-style-type: none"> Reports monthly on student achievement to GB or as required per GB policy. Reports monthly to PCMS stakeholders through Bicameral Advisory Council as well as standard communication channels.

are not complete as of previous one date. Final policy may affect this matrix.

	<p>Stakeholder Input:</p> <ul style="list-style-type: none"> • Responds to PTCC Council recommendations. <p><u>Change in Autonomy:</u></p> <ul style="list-style-type: none"> • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary. 	<p>School Operations:</p> <ul style="list-style-type: none"> • Provides District work schedule and school calendar to GB. • Provides timely notice to GB of school events, including academic, athletic, community engagement events. (May be done through school website, email, or other appropriate means.) <p><u>Daily Management:</u></p> <ul style="list-style-type: none"> • Manages daily operations of the school, consistent with District policy. <p><u>School Handbooks:</u></p> <ul style="list-style-type: none"> • Develops PCMS Student and Faculty/Staff Handbooks in accordance with DCSD policy and GB policy. • Provides GB with access to Handbooks. <p><u>Discipline:</u></p> <ul style="list-style-type: none"> • Provides reports to GB per GB policy. • Manages disciplinary process for students, per DCSD policy. 	
<p>School Operations</p>	<p><i>Examples include: input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures and handbooks, establish work schedule and school calendar.</i></p>	<p><u>School Handbooks:</u></p> <ul style="list-style-type: none"> • As necessary, reviews and approves supplemental requirements for local content for Student and Faculty/Staff Handbooks, consistent with due process rights, employee contracts, and state/federal laws. • Approves the Handbook developed by the Principal. <p><u>Discipline:</u></p> <ul style="list-style-type: none"> • Reviews implementation of DCSD Discipline policy. • Supports enforcement of District discipline policy. <ul style="list-style-type: none"> • Per GB policy, approves events to be held at the school. • Assists in development of school wide calendar. <p><u>Stakeholder Input:</u></p> <ul style="list-style-type: none"> • Responds to PTCC Council recommendations. <p><u>Change in Autonomy:</u></p> <ul style="list-style-type: none"> • Negotiates with DCSD for increased GB/site-based autonomy as deemed necessary. 	<p><i>Examples include: recommend professional development vendors and resources, manage day to day human resources recommend school calendar, recommend co-curricular and extracurricular activities.</i></p>

APPENDIX I – Foundation Board Member Conflict of Interest Statements

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

Name & Title: Fran, Filler, President, Chair, PEAR Foundation
 Proposed Charter School: _____
 Telephone: _____
 Street Address: _____
 City, State, Postal Code: _____
 Email Address: _____

Conflict of Interest Statement

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 whether 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 issued 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 or 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 Record 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 3, 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) FF 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 to 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 I reasonably believe 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.

Fran Filler
 Signature

7/29/2015
 Date

Peachtree Charter Middle School

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

Name & Title: Alex Knight
 Proposed Charter School: Regulators Charter Middle School
 Telephone: _____
 Street Address: _____
 City, State, Postal Code: _____
 Email Address: _____

Conflict of Interest Disclosure

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

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? No Yes
- 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) JAK 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 9/17/15

DeKalb County School District

Peachtree Charter Middle School

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

Name & Title: Anna Urduasastegui, Director
Proposed Charter School: PCHS
Telephone: -
Street Address: -
City, State, Postal Code: -
Email Address: -

Conflict of Interest Disclosure

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

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

9/16/15
Date

Peachtree Charter Middle School

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

Name & Title: Kristin Eith; Director
Proposed Charter School: Peachtree Charter Middle School
Telephone: _____
Street Address: _____
City, State, Postal Code: _____
Email Address: _____

Conflict of Interest Disclosure

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

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you 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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- 2) _____ I am currently charged with one or more crimes.
- 3) KE I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

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Kristin Eith
Signature

7/30/15
Date

Peachtree Charter Middle School

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

Name & Title: Ellen Etheridge - PCMS Foundation Board Recording Secretary
Proposed Charter School: Peachtree Charter Middle School
Telephone: _____
Street Address: _____
City, State, Postal Code: _____
Email Address: _____

Conflict of Interest Disclosure

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

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you 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) EE I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Ellen Etheridge
Signature

12-10-15
Date

Peachtree Charter Middle School

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

Name & Title: KATIE MOUSSOURI, DIRECTOR PCMS FOUNDATION
Proposed Charter School: Peachtree Charter Middle School
Telephone: _____
Street Address: _____
City, State, Postal Code: _____
Email Address: _____

Conflict of Interest Disclosure

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

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you 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) _____ 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) KDM I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Katie Moussouri
Signature

12/10/15
Date

Peachtree Charter Middle School

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

Name & Title: Nihat GUVEN, Financial Secretary, PCMS Foundation
Proposed Charter School: Peachtree Charter Middle School
Telephone: _____
Street Address: _____
City, State, Postal Code: _____
Email Address: _____

Conflict of Interest Disclosure

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

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you 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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- 2) _____ I am currently charged with one or more crimes.
- 3) NG I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Nihat GUVEN
Signature

12/14/2015
Date

Question #10 :

I currently serve on the board of ISACA Atlanta Chapter in the VP of Membership position. ISACA Atlanta is a local non-profit association.

Nihat GUVEN



12/14/2015

Peachtree Charter Middle School

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

Name & Title: Margaret (Peggy) M. Bussert
Proposed Charter School: Peachtree Charter Middle School
Telephone: 678-616-7702
Street Address: 4664 N. PEACHTREE RD
City, State, Postal Code: DEKALBOURTY GA 30338
Email Address: Margaret_m_bussert@dekalbschools.ga.org

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

Certification

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Margaret M Bussert
Signature

12/18/15
Date

Peachtree Charter Middle School

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

Name & Title: Mollie Terry (Teacher)
Proposed Charter School: Peachtree Charter Middle School
Telephone: 678-676-7902
Street Address: 4104 North Peachtree Road
City, State, Postal Code: Atlanta, GA 30339
Email Address: _____

Conflict of Interest Disclosure

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

- 1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes No
- 2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? Yes No
- 3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes No
- 4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes No
- 5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes No
- 6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Yes No
- 7) Did you or your spouse provide any start up funds to the proposed charter school? Yes No
- 8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? Yes No
- 9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? Yes No
- 10) Do you 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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- 2) _____ I am currently charged with one or more crimes.
- 3) MD I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Mollie Terry
Signature

12/15/2015
Date

Peachtree Charter Middle School

1. I am a sixth grade teacher at Peachtree Charter Middle School and have a contract with DeKalb County School District.
4. I received the Faculty Allotment given to the teachers at Peachtree Charter Middle School.
6. I am a sixth grade teacher at Peachtree Charter Middle School.

APPENDIX J – Sample Parent/Staff Agreement

The parent/guardian agrees to:

Read, encourage, and support your child's adherence to school and bus conduct codes and policies of PCMS as outlined in the **PCMS Student and Parent Handbook** (located in the front of the *Student Agenda Planner*, *Student Directory* and on the PCMS Website) and the **DeKalb County Student's Rights & Responsibilities Handbook** received the first day of school.

Actively monitor and support the daily class work, homework, and outside reading of your child by reviewing the *Student Agenda Planner* daily.

In a timely manner, review, sign and return all official documents that come from the school, including but not limited to progress reports and syllabi. In addition, communicate regularly with your child's teachers by telephone, E-mail and/or scheduled conferences.

Complete and document 10 hours of volunteer service (5 each semester) during the school year. Volunteer hours may be fulfilled by:

- Attending any PCMS meeting (teacher conference, sporting event, musical program, etc.)
- Participating on PTCC Action Teams (meetings, work, events, etc.)
- Assisting teachers and/or staff
- Donating items (classroom materials, resource room materials, supplies, etc.)
- Donating to the Foundation

Comply with the school's policies relating to attendance, punctuality, and dress standard as outlined in the **PCMS Student and Parent Handbook** (located in the front of the *Student Agenda Planner*, *Student Directory* and on the PCMS Website)

- Notify the school if your child is absent by calling the Attendance Reporting Line (678-676-7715), or by providing a written statement of absence upon your child's return.
- Send a note to the attendance office in the morning if you will be checking your child out before the end of the school day.
- Drop students off at school no earlier than 8:15 a.m. and pick up no later than 4:35 p.m., unless involved in a scheduled activity with written teacher permission as required.
- Comply with the **Dress Standard** Monday–Friday.

Notify the Counseling Office (678-676-7726) immediately when any of the following information changes:

- Immunizations (medical, dental, vision) and/or Medical Situation
- Telephone numbers (home, work, mobile)
- E-mail and/or Home address

Peachtree Charter Middle School

Assist Peachtree Charter Middle School, through a spirit of teamwork, in helping students achieve their academic and personal goals.

Parent/Guardian: _____

Signature _____ Date _____

Print Name _____

Student's Name _____

Principal: /s/ Brian S. Heptinstall

Peachtree Charter Middle School
Certified Staff and Administrators Commitment Clause
2015-16

- _____ 1. Certified staff members and administrators will abide by all instructional
 (initials) and procedural aspects of our Charter. This would include, but not be limited to, all **staff development** required to effectively implement the Charter concept.
- _____ 2. Certified staff and administrators **MUST** join an Action Team and attend
 (initials) its meetings. Non-certified staff, parents and community members are encouraged to join an Action Team. At minimum, one member of each Action Team shall be a parent/guardian and one a faculty or staff member. Faculty, staff, and parents are given the opportunity to select the Action Team of their choice. However, the PTCC Executive Council may ask individuals to join certain Action Teams to ensure a balance.

Terms:

In order to maintain consistency and productivity from year to year, it is suggested that the Action Team members shall serve a minimum of two years on the same Action Team.

Action Team Choice A _____

Action Team Choice B _____

- _____ 3. Certified staff and administrators will adhere to the School-wide
 (initials) Discipline Program as outlined by Ms. Effatt. Teachers who have a concern about a student's behavior should contact the parents to schedule a conference to discuss these concerns. Teachers will also continue to use Detention as a means to deter misbehavior. Continued disruptive behavior will result in a referral to the administration. Parents will be notified when their child has been sent to the office. These visits will be documented by telephone, and a referral will be sent home with the child to be signed by the parent and returned to school. Disruptive behavior, as defined in the DeKalb County School System Student Rights and

Peachtree Charter Middle School

Responsibilities Handbook, may warrant suspension from school. A Saturday School for students who truly need to reflect on their disruptive behavior may be used by administrators. A plan will be developed by the School Climate Action Team, in conjunction administrators, to continue to improve communication among teachers, parents, students, and administrators.

_____ 4. **Certified staff and administrators must enforce the current Dress**

(initials) **Standard.**

Teamwork Makes the Dream Work!

Name (please print) _____ Signature _____ Date _____

APPENDIX K – Enrollment Announcement



2015-2016 SCHOOL CHOICE PROGRAM LIST

Open Enrollment: February 2 – 20, 2015 ~ Deadline to Apply: February 20, 2015
Georgia Special Needs Scholarship (GSNS) Program
Senate Bill 10 Application Deadline to Apply - March 31, 2015

Arabia Mountain High School, Language Immersion programs, International Baccalaureate Schools, Magnet Schools, Montessori Schools, Charter Schools, Theme Schools, Coralwood/Hawthorne Partnership, Ronald E. McNair Discovery Learning Academy, House Bill 251, & Senate Bill 10

If a deadline falls on a date DCSD administrative offices are closed for business, the document will be considered due on the first business day after the deadline. No exceptions will be made for missed deadlines. If necessary, the district reserves the right to change the timeline.

Registration Authorization
Is Required

Submit your information today!!!

All applicants **not enrolled in a DeKalb County School District public school** (i.e., private school, home school, etc.) must complete the School Choice Program Registration Authorization <http://www.dekalb.k12.ga.us/registration> to be authorized to apply for a 2015-2016 School Choice Program prior to the deadline.

Registration Information forms (Student & Household) submitted after February 13, 2015 must be submitted with a completed paper School Choice application.

This does not apply to students currently enrolled in a DeKalb County School District public school.



Where Do I Apply?

Personal Computer, Local Library &

**School Choice Program
Open Enrollment Location**
2652 Lawrenceville Highway
Decatur, GA 30033
9:00 a.m. – 4:00 p.m.

(During the Open Enrollment Period Only)

Permanent Address:
1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083

Online School Choice Applications at
<http://eportal.dekalb.k12.ga.us>

Paper Applications at
<http://www.dekalb.k12.ga.us/about/schoolchoice>
or your local school

DeKalb School Choice Program Information
<http://www.dekalb.k12.ga.us/about/schoolchoice>

Peachtree Charter Middle School

APPENDIX L

Sample Schedules (Non-STEM and STEM) and PCMS Calendar

Period	Grade 6	Grade 7	Grade 8	Connections	
HR	8:40 – 8:50	8:40 – 8:50	8:40 – 8:50	Supervising Hallways	
1	8:55- 9:45 PLANNING	8:55- 9:45	8:55- 9:45	8:55- 9:45	
2	9:50-10:40 PLANNING	9:50-10:40	9:50-10:40	9:50-10:40	
3	10:45- 11:35	10:45-11:35 PLANNING	10:45-12:10 LUNCH (10:50-11:15)	10:45- 11:35	
			Team		Table
			Posey		1-4 (98)
			Burdette, K.		5-8 (117)
			Gazzola		9-10 (54)
			Delgado		10 (7)
			Wallace		11 (15)
			Tomasewski		12 (32)
			Sauter		10 (4)
			Callahan/T-26/T-21 will fill in (Class 11:20-12:10)		
			LUNCH (11:40-12:10)		
			Team		Table
			Moss		1-4 (122)
			McKenzie		11 (26)
(Class 10:45-11:35)					
4	11:40-1:05 LUNCH (11:45-12:10)	11:40-12:30 PLANNING	12:15-1:05	11:40-12:30	
	Team		Table		
	Savage		13-15 (80)		
	S. Williams		5-8 (103)		
	Burnett-Wms		9-11 (83)		
	(Class 12:15-1:05)				
	LUNCH (12:35-1:00)				
	Schiff		1-4 (115)		
	Smith, L.		12-15 (103)		
	Le		5 (18)		
	Wms Fisher		6 (18)		
	Douglass		5 (11)		
	(Class 11:40-12:30)				
	5		1:10 – 2:00		12:35 – 2:00 LUNCH (12:40-1:05)
Team		Table			
McIntyre		8-11 (99)			
Moore		7 (10)			
(Class 1:10-2:00)					
LUNCH (1:30-1:55)					
Parker		1-4 (107)			
Freeman		5-8 (110)			
Gero		9-12 (96)			
McCartha		13-15 (107)			
(Class 12:35-1:25)					
6	2:05- 2:55	2:05- 2:55	2:05- 2:55 PLANNING	2:05- 2:55	
7	3:00- 3:55	3:00- 3:55	3:00- 3:55 PLANNING	3:00- 3:55	

Peachtree Charter Middle School

Sample STEM Schedule

Week 1 – Group 1 (out of 5) – first week of school

Period	Monday	Tuesday	Wednesday	Thursday	Friday
HR	Engineering	Engineering	Engineering	Engineering	Engineering
1 st *	HR	HR	For. Lang/ELT	For. Lang/ELT	For. Lang/ELT
2 nd	HR	HR	Cafeteria	Engineering	SS
3 rd	HR	HR	Science	ELA	Math
4 th	ELA	SS	Math	Science	Engineering
5 th	ELA	SS	Math	Science	Engineering
6 th	ELA	SS	Math	Science	Engineering
7 th *	PE or Health	PE or Health	PE or Health	PE or Health	PE or Health

Week 2 – 1 (out of 5) – for weeks with major engineering project

Period	Monday	Tuesday	Wednesday	Thursday	Friday
HR	Engineering	Engineering	Engineering	Engineering	Engineering
1 st	For. Lang/ELT				
2/3	Engineering	ELA	Math	Science	SS
3/4		SS	ELA	Math	Science
4/5		Science	SS	ELA	Math
5/6		Math	Science	SS	ELA
7 th	PE or Health				

Peachtree Charter Middle School EVENTS CALENDAR 2015-2016

First Semester	
AUGUST	
7/30	Summer Bridge 6 th registration 8:00-12:00
7-31	Summer Bridge 6 th grade students 8:00-12:00.
8/5	Registration 7 th and 8 th grade
	7 th grade 7:30-10:45
	8 th grade 11:00-1:00
8/10	First Day of School
8/18	Executive Council Meeting 4:30 - 6:30 p.m.
	6 th Grade Parent-Teacher-Student Open House 6:45-8:30 p.m.
	Band Booster Meeting 8:00
8/20	Foundation Mtg. 7:45-9:00 a.m. Media Center
8/25	7 th & 8 th Grade Parent-Teacher-Student Open House 6:45-8:30 p.m.
	Band Booster Meeting 8:00
	Orchestra Booster Club Meeting 6:00 p.m.
	Dress Down Day (Children's Restoration Network)
8/25	Drama Booster Club Parents' Meeting 6:00 p.m.
8/29	Football Game: PCMS vs. Sequoyah (N. Dekalb 10:00 a.m.)
SEPTEMBER	
TBD	Chick-fil-A Spirit Night (Football)
	Bus Driver Appreciation Day
9/5	Football Game: PCMS vs. Henderson (Adams-11:30 a.m.)
9/7	HOLIDAY - Labor Day
9/8-9/11	COGAT Testing Window-7th grade only
9/10	Curriculum Night/General FTCC Meeting 5:30-6:30 p.m.
9/12	Football Game: PCMS vs. Champion (N. Dekalb-10:00 a.m.)
9/14-9/25	ITBS Testing Window-7th grade only
9/15	4.5-Wk Progress Reports Issued
	Executive Council Meeting 4:30 - 6:30 p.m.
9/17	Dress Down Day (Juvenile Diabetes Research Foundation)
	Picture Day-Yearbook
	Foundation Mtg. 7:45-9:00 a.m. Media Center
9/19	Football Game: PCMS vs. Redon (Avondale -1:00 p.m.)
9/24	Parent Teacher Conference Night 4:30 - 6:30 p.m.
OCTOBER	
TBA	Picture Make-Up Day
10/2	Pep Rally-fall sports
10/3	Football Game: PCMS vs. Tucker (N. Dekalb 11:30 a.m.)
TBA	Cultural Arts Program -7 th grade
10/8	Fall Orchestra Concert 7:00 p.m.
	Professional Development Day (School Closed)
	Football Game: PCMS vs. Stone Mountain (Avondale-1:00 p.m.)
	Columbus Day (School Closed)
	PSAT - 8th Grade Only (Optional)
	Dress Down Day (American Cancer Society)
	9-week Progress Reports Issued
	CV Classic
	Drama Fall Festival
	Executive Council Meeting 4:30 - 6:00 p.m.
	Parent Teacher Conference Night 4:30 - 6:30 p.m.
	Foundation Mtg. 7:45-9:00 a.m. Media Center
	Student Government Association Red Ribbon Week Dance
	4:00 - 6:00 p.m.
	Fall GMEA Solo & Ensemble Performance Evaluation at Peachtree
	Red Ribbon Week
	Basketball Game: PCMS vs. Tucker (Home 5:00 p.m.)
	Dress Down Day (Angels Abong Us Pet Rescue)
	Basketball Game: PCMS vs. Stone Mountain (Away 10:00 a.m.)
	Book Fair, Family Consumer Science Room
	13.5-Week Progress Reports Issued
	Executive Council Meeting, 4:30-6:30 p.m.
	Basketball Game: PCMS vs. Redon (Away 5:00 p.m.)
	Foundation Mtg. 7:45-9:00 a.m. Media Center
	Fall Band Concert-Gym, 7:00 p.m. (Book Fair 6:00-7:00-FCS room)
	HOLIDAY - Thanksgiving
11/23-11/27	
DECEMBER	
TBA	Chick-fil-A Spirit Night (Basketball)
12/2	Basketball Game: PCMS vs. Druid Hills (Away 5:00 p.m.)
12/3	Winter Orchestra Concert, 7:00 p.m.
12/5	Basketball Game: PCMS vs. Henderson (Home 10:00 a.m.)
12/8	Winter Chorus Concert 7:00 p.m.-Cafeteria
12/9	Basketball Game: PCMS vs. Chamblee (Home 5:00 p.m.)
12/10	Dress Down Day (National Kidney Foundation)
12/12	Basketball Game: PCMS vs. Champion (Home 10:00 a.m.)
12/14	Basketball Game: PCMS vs. Sequoyah (Away 5:00 p.m.)
12/15	Executive Council Meeting 4:30 - 6:30 p.m.
12/16-12/18	Final Exams
12/17	Foundation Mtg. 7:45-9:00 a.m. Media Center
12/18	End 1 st Semester - Winter Holidays-Dec. 21-Jan.5, 2016

Check PCMS website for most up to date calendar

Peachtree Charter Middle School

APPENDIX M – Certificate of Occupancy

No electronic copy of this document is available. A copy may be obtained from the DCSD Central Office.

APPENDIX N – Safe School Plan and Code of Conduct

(The remainder of this page is intentionally left blank.)

Peachtree Charter Middle School

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SAFE SCHOOL PLAN

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Scott Heptinstall	Phone No.:
A.P.	: Angelique Conner	Phone No.:
A.P.	: Alvin Edwards	Phone No.:
Other Staff	: Angela Effatt	Phone No.:
Counselor	: Denise Poh	
Teacher	: Selena Williams	
Teacher	: David Herman	
Custodian	: Karl Wade	
Student	:	
Parent	: Stacy Rich	
Law Enforcement:	Officer Linda Philpott	
Fire Department:	Priority EMS Station #2	
Other	: Erica Burd	
Other	: Angela Effatt	

Peachtree Charter Middle School

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 : 08/13/2015 September: 09/10/2015 October : 10/08/2015
August : 08/20/2015
November : 11/10/2015 December : 12/10/2015 January : 01/14/2016
February : 02/11/2016 March : 03/10/2016 April : 04/14/2016
May : 05/12/2016

Identify primary and secondary relocation sites if evacuation from the campus is necessary:

Primary	Dunwoody High School	Grades	6,7,8
Primary	NA	Grades	NA
Secondary	Chamblee High School	Grades	6,7,8
Secondary	NA	Grades	NA

Tornado Drill(s):

First Semester Date: 11/13/2015 Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 08/20/2015 Second Semester Date: 01/14/2016
Type of Lockdown: Type of Lockdown:

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SAFE SCHOOL PLAN

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Heptinstall, Effatt, Sellers

Designated staff to contact Regional Superintendent:
Heptinstall, Conner, Effatt, Edwards, Shrader

Designated staff to identify missing/absent students and staff:
Sellers, D. King

Designated staff to locate and identify the injured/sick:
Heptinstall, Conner, Effatt, Edwards, Shrader

Designated staff to accompany injured/sick to medical facilities:
Poh, Tarver

Identified staff trained in First Aid and CPR:
Gartner, L. Burdette, Schiff

Designated staff to handle telephone calls:
Sellers, D. King, Chapman

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.
Gordon, Harris

Designated staff to show emergency personnel utility and ventilation shutoffs:
Wade

Designated staff to assist with pedestrian traffic and on-campus vehicle
traffic:
Officer Philpott

Designated staff to make temporary ID badges for staff and emergency personnel:
Chapman, Gonzalez

Name(s) of person(s) to contact after hours for after-school/extra curricular
activities and programs:
Heptinstall

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SAFE SCHOOL PLAN

EMERGENCY KITS CHECKLIST

ANSWER

A copy of the DeKalb Emergency Management Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number, release information and contact information	Yes
Current list of all staff members including phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers(used to identify students,staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor Plan of the building	Yes
Site Plan of the grounds and surrounding areas	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Information regarding any student with medical problems that may be impacted by the evacuation or emergency	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes
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

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SAFE SCHOOL PLAN

ATTENDANCE AND DISCIPLINE	ANSWER
Student and parents are informed of student behavioral expectations and school discipline procedures.	Yes
All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.	Yes
All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.	Yes
The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.	Yes
A daily record of student absences is maintained and parents are contacted.	Yes
Students may be checked out of school ONLY by a parent or guardian.	Yes
The county-sponsored Alert Line reporting number 1-888-475-0482 is posted.	Yes

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SAFE SCHOOL PLAN

REPORTING CHECKLIST

ANSWER

Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Procedures booklet.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile classrooms, outbuildings, and storage sheds are secured and locked.	Yes
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work at the school.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are 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

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Parking areas are supervised during the school day or can be seen from the school.	Yes
An area is designated as the pick-up/drop-off area for car riders.	Yes
Exterior and interior walls are free from graffiti.	Yes
Graffiti is reported to the school police immediately and not cleaned until cleared by police.	Yes
School personnel know locations of shutoffs for water, gas, HVAC vents.	Yes
Hallways are clear of travel impediments during the school day and during night activities.	Yes
Vehicle access to playground/athletic areas is restricted.	Yes
All playground/athletic areas are fenced and are supervised when students are present.	Yes
Playground and athletic equipment is in good repair and is inspected frequently.	Yes
Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.	Yes
All visitors, including parents, are required to sign in at the front office and wear an ID badge.	Yes
All visitors check out upon leaving the building and turn in their ID badge.	Yes
Visitor parking is clearly marked.	Yes
All employees wear ID badges at all times during work/school 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

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Student drivers are aware that vehicles are subject to search when on school property.	Yes
Employees are aware of their responsibility for items in their vehicle while on school property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the school day, classrooms, restrooms, locker rooms, mobile classrooms, and all exterior doors are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in good repair.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily.	Yes
Building vault has controlled access and can be opened from the inside.	Yes
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in 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

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes
All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes
Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff.	Yes
Copies of the Emergency Procedures and Protocols booklet are distributed to all staff members.	Yes
New and temporary staff members are informed of emergency and safety procedures.	Yes
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
School bus safety rules are distributed to all students.	Yes
All students participate in school bus emergency evacuations drills twice per year.	Yes
For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.	Yes
The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.	Yes
A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system. 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

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SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST

ANSWER

Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.

Yes

Procedures have been developed for two-way communication with portable classrooms/modules.

Yes

Portable classrooms are locked when unoccupied.

Yes

Portable classroom doors are locked when class is in session.

Yes



a)

*b) EMERGENCY
RESPONSE PROCEDURES
AND PROTOCOLS**

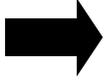
II.

EMERGENCY

B. FACULTY AND STAFF EDITION

2015-2016

C.



Poison Control: 404-616-9000; 1-800-222-1222

*PLEASE KEEP A COPY OF THIS HANDBOOK IN THE CLASSROOM AT ALL TIMES. IF YOU NEED ASSISTANCE IN YOUR CLASSROOM DURING AN EMERGENCY, PLACE THIS BRIGHT YELLOW HANDBOOK IN THE HALLWAY.

a) *Table of Contents*

- EMERGENCY KIT PAGE 3
- EMERGENCY EVACUATION/REUNIFICATION PAGES 4-5
- ACCIDENT, ILLNESS, INJURY PAGE 6
- BOMB THREATS/SUSPICIOUS PACKAGES PAGES 7-8
- CLOSING OF SCHOOL – SHELTER-IN-PLACE PAGE 9
- DEATH OF A STAFF MEMBER OR STUDENT OR SUICIDE OR THREAT AT SCHOOL PAGE 10
- FIRE PAGE 11

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- HAZARDOUS MATERIALS PAGES 12-13
- INTRUDER/SUSPICIOUS PERSON/HOSTAGE PAGES 14-15
- STUDENT DISRUPTION/CIVIL DISTURBANCE PAGE 16
- STUDENT RUNAWAY/ABDUCTION/MISSING PAGE 17
- REPORT OF WEAPON/GUNSHOTS HEARD PAGE 18
- TORNADO (SEVERE THUNDERSTORM) PAGES 19-20
- FLOODING PAGE 21
- EARTHQUAKE PAGE 22
- HURRICANE PAGE 23
- UTILITY EMERGENCY/AFTER-HOURS EMERGENCY PAGE 24
- BACTERIA OR MICROORGANISM THREAT PAGE 25
- HELPFUL TIPS AND INFORMATION PAGE 26

2. EMERGENCY KIT

All schools should develop at least two Emergency Kits. These should be readily available during an emergency evacuation or during other types of emergencies. One kit should be kept in the administrative offices and the others at an easily accessible but secure location in another part of the building. Two designated staff members should take the kits whenever the building is evacuated. One kit should be taken to the Family Reunification Site. **Remember: the kits should be stored in safe and secure locations so as not to be readily accessible by an offender such as a burglar or hostage taker.**

EMERGENCY KIT CONTENTS

- A copy of the DeKalb Emergency Management Manual
- A copy of the DeKalb Emergency Response Procedures and Protocols Booklet
- A copy of the Safe School Plan
- Current call rosters of all students, including pertinent medical information, phone number, release information and contact information
- Current list of all staff members, including phone numbers and contact information
- 10 writing tablets and pens/pencils
- 10 magic markers
- Signage for Staging Area
- 500 plain white peel-off name tag stickers (used to identify injured students or staff)
- Student release/sign-out sheets
- List of students on off-campus trips
- Five sets of safety gloves
- Floor Plan of the building
- Site Plan of the grounds and surrounding areas
- Copies of photographs of the building (interior and exterior)
- Copies of student and staff emergency contact/release information
- Information regarding any students with medical problems that may be impacted by the evacuation or emergency
- Most recent year book
- Flashlight and extra batteries
- Bullhorn and extra batteries
- Cell phone and/or walkie-talkie
- Basic First-Aid Kit

The other kit should quickly be taken to the area where emergency responders (fire, emergency medical and police) will arrive. The principal or designee should provide the kit contents to emergency personnel as soon as possible upon their arrival.

During an evacuation, administrators should proceed to the pre-designated **Family Reunification Site** with a kit. This will facilitate the efficient transferring of custody of students to parents and guardians.

EMERGENCY EVACUATION and FAMILY REUNIFICATION PROTOCOL

In some situations, it may be necessary to evacuate a school building. The only safe evacuation is an orderly, well-planned evacuation. It is imperative that each school staff understands **Preparedness** and **Response**.

➤ **Preparedness**

- Identify more than one outside assembly point at least 1,000 feet away from school in the event it becomes necessary to evacuate the school campus. Where the surrounding terrain, buildings, streets, etc. make it impossible to assemble 1,000 feet away from the school, make sure all alternative assembly points are as far away from the school as possible (e.g., athletic fields, parks, businesses, etc.).
- Establish the evacuation routes to the assembly points on an evacuation plan.
- Provide for the special evacuation needs of the disabled.
- Maintain a copy of the evacuation plan at the administrative offices and other areas of the school so that teachers and administrators can evacuate with it and be able to refer to it once outside.
- Orient staff, faculty and students to the evacuation routes, specific duties, requirements, and responsibilities during an evacuation.
- Periodically test the public address system as the primary means of notifying building occupants. Establish alternate means of announcing an evacuation in the event of public address system failure.

➤ **Response**

- Maps indicating primary and secondary evacuation routes should be posted in all classrooms (for security reasons, only staff members should know assembly points).
- Teachers should bring their class rosters with them to the assembly area(s).
- Teachers should ensure that their students are out of the classrooms and restrooms and workrooms.
- Teachers should close the doors after following their students out of the building.
- The first student in line should be instructed to hold open the exit door(s) until all persons in the class have evacuated.
- Classes should proceed to the designated holding areas/assembly areas. Once there, teachers should make a note of students who are not present and furnish those names to school administrators as soon as possible.
- Teachers should remain with their class until administrators sound the “all clear” signal.
- Assign personnel at the assembly site to collect critical information and to manage and monitor students at the assembly site(s).
- Administrators should collect lists of unaccounted for students from staff members and compare with the daily attendance absentee list.

- Identify the location of classes in the assembly area(s) to facilitate an orderly transfer of students to their parents.
- Direct parents to the Reunification site(s) to pick up students.
- The Principal and/or Regional Superintendent should notify school transportation to begin routing school buses to the assembly area(s).
- Designated persons should notify local emergency agencies and the DeKalb School Police Department to proceed to the Reunification site and set up a management center and to set up traffic routing procedures.
- A media area should be identified and media provided with detailed instructions to be read to the public in order to direct concerned relatives to the Reunification site(s).
- When students begin loading on to buses, a manifest should be established to account for all students riding buses. This manifest should be taken to the Reunification site(s) to account for every student.
- At the Reunification site(s), designated personnel should identify all students and identify all non-uniformed personnel.
- Set up a sign-out area at the Reunification site(s) and release students only to authorized persons using the sign-out procedure.
- Instruct parents or guardians to leave the site to make room for others once they have signed out their student.
- Students not riding buses and not picked up by parents or guardians should remain in the Reunification area(s) until an authorized person arrives to pick them up.
- Maintain contact with police/fire department(s) to stay informed about conditions at the school site.

NOTE: When an off-campus evacuation is called (e.g., a field trip to a museum) administrators and teachers should follow the same basic steps as outlined in evacuating the school building.

ACCIDENT, ILLNESS, INJURY

The names and location of staff members certified in First Aid and CPR should be made available to every school employee in the building. A fully stocked First Aid Kit should be readily available at all times.

➤ **Response:**

In Non-Critical Situations:

- Administer first aid by a trained staff member, if necessary.
- Send someone to the office for assistance.
- Notify Regional Superintendent.
- Call family members.

➤ **In Critical Situations:**

- Notify administrative staff.
- Notify Regional Superintendent.
- Notify School Resource Officer, when available.
- Call emergency medical services **(911)** (**Call Poison Control, if needed: 404-616-9000; 1-800-222-1222**).
- Call School Police Department **(678-676-1810)**.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(678-758-9155)**.
- Administrative staff, with assistance from the School District Information Office and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➤ **In Critical Situations with Several Injured or Ill:**

- Notify administrative staff.
- Notify School Resource Officer, when available.
- Call School Police Department **(678-676-1810)**.
- Call emergency medical services **(911)**.
- Notify Regional Superintendent.
- Ask other staff members to help control and contain the area.
- Administer first aid by a trained staff member.
- Limit activity in the vicinity of the affected student(s).
- Call family members.
- Alert the Crisis Management Team **(678-758-9155)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

BOMB THREATS/SUSPICIOUS PACKAGES

☞ **Daily Precautions**

- Each morning, all school personnel should check their areas for any suspicious packages or items. Do not just look down at the floor; check all levels, including the tops of cabinets, shelves, etc. Suspicious items should never be moved or touched. School administrators should be immediately notified of the item and the area should be isolated until law enforcement personnel have made an assessment of the item.
- All rooms should be locked when not in use.
- Cleaning and maintenance personnel should lock all doors after cleaning them.
- Persons who handle mail and packages should be alert to unusual packages or letters (i.e., excess postage on a small package or letter indicates that the object was not weighed by the Post Office; no postage or non-canceled postage; handwritten notes such as “to be opened by Mr. Smith;” wires, leaks, stains or sharp points)

☞ **Bomb or Bomb Threat Response (See Emergency Evacuation, p. 4)**

- Immediately contact the DeKalb School Police (678-676-1810).
- Contact Regional Superintendent
- Move school personnel and students to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE:** administrators must re-direct classes if the predetermined routes pass near the alleged location of the bomb or device.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the **Emergency Kit** to the assembly area(s).
- Use classroom telephones (where available), bullhorns or adult runners to communicate and confirm that the building has been cleared. **DO NOT USE WALKIE-TALKIES OR CELLULAR PHONES** since radio transmissions may cause detonation of electric blasting caps in certain types of bombs. HOWEVER, walkie-talkies may be used outside for outside-to-outside communication.
- Designated staff should look for suspicious items and report such items to emergency personnel without touching or handling the items.
- Designated staff should account for all students by checking with teachers in the assembly area (s).
- All school personnel and students must remain in the assembly area until the “all clear” signal is sent.
- Alert the Crisis Management Team (678-758-9155), if necessary

- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

Bomb Threat Call Checklist

(Place a copy of the checklist next to each school phone)

(It may be prudent to limit the utilization of students to answer school phones)

Ask the Caller:

1. Where is the bomb right now?
2. What does the bomb look like?
3. When is the bomb going to explode?
4. What kind of bomb is it?
5. What will cause the bomb to explode?
6. Did you place the bomb?
7. Why?
8. What is your name?

Exact Wording of Bomb Threat:

Caller Information:

Sex: Race: Age: Length of Call:

Caller's Voice:

Calm Nasal Slurred Soft Angry Whispered Stutter Loud
Accent Excited lisp Disguised Laughter Slow Cracking Raspy
Crying Normal Familiar Voice? Who?

Background Sounds:

Traffic Voices Music House Noises Static Clear Office Noises
Factory Long Distance Machinery PA System Other:

Threat Language:

Well-Spoken Incoherent Offensive Words Message Read Taped
Irrational

Notifications:

911/School Police Regional Superintendent Other

Calls Received By:

Name:

Title/Position:

Telephone Number:

Date:

Notes/Comments:

**CLOSING OF SCHOOL – WEATHER AND/OR
SHELTER-IN-PLACE**

➤ **Precautions Before the School Day**

- Listen to local radio and television broadcasts.
- Verify on school district recording **(678-676-1200)**.
- Verify by use of School District phone tree.

➤ **During the School Day (See Emergency Evacuation, p. 4)**

- Check on condition of building and surrounding neighborhood.
- Inform Regional Superintendent of building, neighborhood, and weather conditions.
- Keep students and staff away from possible hazardous conditions, such as sidewalks and steps.
- Keep emergency phone numbers close to the phones.
- A hotline early school closing phone message will be sent to each principal.
- Notify staff of early school closing.
- Students will remain in classrooms until buses arrive.
- School staff will ensure that all persons have left the building.
- School staff will secure the building and grounds.
- School staff will leave the building as necessary.

➤ **Shelter-in-Place**

If weather conditions (or other reasons) create the necessity for overnight housing, the building must be secured and student movement limited.

- The decision to provide overnight housing will be a joint decision between the building administrative staff, central office staff, and emergency personnel.
- When the decision is made to have overnight housing, the principal will contact the Regional Superintendent and the news media will be informed. Transportation, **678-676-1333**, should be called.
- The principal should contact the Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to ensure that the school's climate control system is **not** turned off.
- Designated school staff members will help contact family members and will continue to do so throughout the night.
- Students and staff will be routed to the safest part of the building.
- The administrative staff and other staff members will be assigned supervision duties and shifts and will set up an indoor security perimeter to ensure the safety and supervision of the students. Also, shifts to answer the phones will be established.
- Roll should be taken to account for every student and appropriate next day (or release day) checkout procedures should be followed.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent, should prepare a written statement to be sent home with students.

DEATH OF A STAFF MEMBER OR STUDENT OR SUICIDE AT SCHOOL (or Threat)

Administrative staff should contact the following immediately upon learning of the death of a staff member or student:

➞ During School Hours

- Alert the Crisis Management Team (**678-758-9155**).
- Call Regional Superintendent.
- Administrative and counseling staffs should begin informing staff members and finally students.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➞ Before or After School Hours

- Call Regional Superintendent.
- Alert the Crisis Management Team (**678-758-9155**).
- Public Information Officer (**404-486-3710**).

➞ Suicide at School

- Call **911**.
 - Call School Police Department (**678-676-1810**).
 - Call Regional Superintendent
 - Secure the area and keep all students away.
 - Send notes and runners to staff members informing them that a medical emergency has occurred. Include any additional instructions (e.g., “The bell schedule will be changed and will be manually sounded at an appropriate time.”).
 - Alert the Crisis Management Team (**678-758-9155**).
 - Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.
- ➔ **NOTE: If a student threatens suicide, the counseling and administrative offices must be informed immediately. Also, the Crisis Management Team must be contacted as soon as possible. The student should be taken to the counseling office and someone should remain with the student at all times until the parents and/or the Crisis Management Team arrives.**

FIRE

A fire or smoke in the building requires immediate evacuation of the building. A safe, orderly evacuation depends on effective fire drill practices.

- ➔ **Response (See *Emergency Evacuation*, p. 4)**
- Call **911** (NOTE: Activating fire alarms sends a distress call to the fire department, but call **911** to make sure alarm was received.)
 - Ring fire alarm bell.
 - Pull fire alarm.
 - Call Regional Superintendent.
 - Use intercom to start the evacuation.
 - Close all windows and doors to confine fire.
 - School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE:** administrators must re-direct classes if the predetermined routes pass near the fire or smoke areas.)
 - Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
 - Designated staff should take the **Emergency Kit** to the assembly area(s).
 - Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
 - Designated staff should account for all students by checking with teachers in the assembly area(s).

- Designated staff should survey students at the assembly point(s) to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the “all clear” signal is sent.
- Alert the Crisis Management Team **(678-758-9155)**.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

HAZARDOUS MATERIALS/NUCLEAR

Chemical/Biological/Nuclear Threat or Accident

☞ **Preparation**

- Determine transportation routes (e.g., highway, rail, pipeline, etc.), storage areas and industrial use of potentially dangerous materials which are in the vicinity of the school. School chemicals should be under lock and key.
- Determine logically safe routes and assembly areas for staff and students **inside** and **outside** of the building.

☞ **INSIDE Building Hazardous Materials Accident or Threat** (See *Emergency Evacuation, p. 4*)

- Immediately remove all students and staff from the area.
- Call 911 and School Police **(678-676-1810)**.
- Call Regional Superintendent.
- **DO NOT TOUCH THE HAZARDOUS MATERIAL.**
- Seal off the area(s) around and near the accident.
- Shut down air-conditioning and ventilation units or contact the Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to do so.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE:** administrators must re-direct classes if the predetermined routes pass near the hazardous material accident site.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the **Emergency Kit** to the assembly area (s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area (s).

- Designated staff should survey students at the assembly point to check for injuries or trauma.
- All school personnel and students must remain in the assembly area until the “all clear” signal is sent.
- Alert the Crisis Management Team **(678-758-9155)**.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

OUTSIDE Building Hazardous Materials Accident or Threat

NOTE: Schools usually receive emergency notice from either emergency personnel or citizens of hazardous material accidents or threats originating outside of the school building. If the notice comes from non-emergency sources, the school administrative staff should contact emergency personnel at **911** and the Department of School Police, **678-676-1810**, to confirm or refute the report. If the notice comes from emergency sources, the following procedures should be immediately initiated.

- Contact Regional Superintendent.
- Return all students and personnel from athletic fields and playground areas into the school.
- Initiate Level 1 Lockdown and assign designated staff to ensure that students and staff do not leave the building.
- Contact Transportation, **678-676-1333**, to keep school buses out of the hazardous material accident/threat area.
- Use intercom to inform students and staff that precautionary measures are being taken due to a report of an accident near the school.
- All teachers should account for all students.
- Close all windows and outside doors to the school.
- Shut down air-conditioning and ventilation units or contact the Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to do so.
- Alert the Crisis Management Team **(678-758-9155)**.
- Be prepared to quickly evacuate the facility, **based on the directions of emergency personnel**.
- Have first aid trained staff members on alert.
- Remain in lockdown mode until the “all clear” signal/message is received from emergency personnel.
- Use intercom to inform students and staff of the “all clear” signal/message and to give a brief explanation of the reason for the lockdown response.
- Contact Transportation, **678-676-1333**, when the “all clear” signal/message is received.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.

- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

NOTE: IN THE EVENT OF A NATIONAL NUCLEAR WARNING, USE THE SAME PROCEDURES ABOVE AND TUNE TO THE WEATHER/HAZARD MONITOR AND TELEVISION NETWORKS.

INTRUDER/SUSPICIOUS PERSON HOSTAGE/BARRICADE

An intruder/suspicious person is someone whose presence is uninvited and unwelcome and/or whose behavior jeopardizes the safety of the school building. An intruder/suspicious person situation may escalate into a hostage/barricade emergency.

➡ INTRUDER/SUSPICIOUS PERSON

Preparation

Being prepared often discourages outsiders from attempting to intrude upon the school environment.

- Restrict free access to the building to as few doors as possible.
- All exterior doors locked during the day should have signs that provide directions to visitors advising them to use the main entrance.
- Discourage students and staff from opening locked doors for others, because this will breach school security.
- Schools should use a visitor identification name-tag system. Visitor tags should be returned to the security/front desk when the visitor leaves the building.
- Designate a school employee to periodically check all exterior doors that have been designated as secured doors.

Response

- When a lockdown is necessary to protect students and staff, it is essential that the lockdown take place immediately – delaying a lockdown may be dangerous.
- When a lockdown is deemed necessary, use the intercom system to announce school-wide lockdown.
- Call **911** and the DeKalb School Police Department, **678-676-1810**.
- Call Regional Superintendent.
- Make sure the hallways are clear of students and staff.
- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Be prepared to seek protection in a nearby room if the intruder/suspicious person approaches.

- Monitor the location of the intruder/suspicious person using the surveillance cameras and monitors and walkie-talkies.
- Allow no one to leave the classrooms.
- Close all windows and blinds.
- Encourage students to remain calm and quiet.
- Remain in lockdown mode until the “all clear” signal/message is received.
- Alert the Crisis Management Team **(678-758-9155)**.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➞ **HOSTAGE/BARRICADE:** *(Staff SHOULD NOT attempt to negotiate with the hostage taker.)*

- Call **911** and the DeKalb School Police Department **(678-676-1810)**.
- Call Regional Superintendent.
- Make sure the hallways are clear of students and staff.
- Use walkie/talkie to inform teachers on the athletic fields or playground to stay away from the building.
- Use the intercom system to announce school-wide lockdown (Level 3).
- Be prepared to initiate evacuation procedures.
- Have first-aid trained staff members on alert.
- Remain in lockdown mode until further communications from emergency personnel.

➞ **EVACUATION (See *Emergency Evacuation*)**

- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE:** administrators must re-direct classes if the predetermined routes pass near the hostage/barricade area.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the **Emergency Kit** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- Everyone should remain in assembly areas until the “all clear” signal/message is given. Once students are in the building, use intercom to explain situation.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team **(678-758-9155)**.

- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

STUDENT DISRUPTION/CIVIL DISTURBANCES

- ➡ **Level 1 Disturbance** - Disruption is confined to one area, but no threat to students or staff.
- ➡ **Level 2 Disturbance** - Disruption forces are mobile and/or pose a threat to students and/or staff.
- ➡ **Level 3 Disturbance** – Disruption is widespread with large-scale student participation and is a serious threat to students and staff.
 - When available, notify the School Resource Officer.
 - Use intercom system to signal level and location of disturbance (e.g., “We have a Level 3 in third hall) and specific instructions.
 - Isolate the disruption.
 - Clear the immediate area, including restrooms and hallways.
 - Use walkie-talkies to monitor and assess the situation in order to provide instructions for staff members.
 - Keep students in classrooms by announcing building lock-down (Level 2).
 - For **Level 2** or **3**, call **911**, DeKalb School Police, **678-676-1810** and Regional Superintendent.
 - For **Level 2** or **3**, staff members trained in CPR and First Aid should go to the area (if they are supervising students, a staff member should be designated to relieve them when they move to the area).

NOTES:

1. *Teachers should not leave students unsupervised.*
 2. *Staff members should not approach the disturbance area alone.*
 3. *Staff should clearly communicate simple instructions to students.*
 4. *When approaching a crowd, remove the crowd one “layer” at a time from the outside in; do not push through the crowd toward the center or point of the disruption.*
 5. *Do not allow students removed from the disturbance area access to lockers.*
- Use intercom to inform students and staff of the “all clear” signal/message and to give a brief explanation of the reason for the lockdown response
 - Plan close supervision of students during dismissal and boarding of buses. Coordinate with DeKalb School Police, **678-676-1810**, to ensure adequate protection of students until they have left the premises.
 - Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.
 - Alert the Crisis Management Team (**678-758-9155**).
 - Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

STUDENT RUNAWAY/ABDUCTION/ MISSING STUDENT

➡ **Preparation**

- Ensure that student accountability procedures are in place and strictly followed at all times:
 1. Daily attendance kept and parents notified of absences.
 2. Daily tardies recorded and parents notified.
 3. Procedures to ensure students are checked out of school by authorized persons.
 4. Field-trip student rosters are kept on each bus and a copy at the school.
 5. At field-trip destination, all students are accounted for upon arrival and prior to departure.
- Maintain accurate up-to-date student files, which include:
 1. Emergency medical information
 2. Emergency contact numbers
 3. Contact information for guardians and individuals authorized to make decisions on behalf of the student and individuals authorized to assume custody of the student.
- Inform staff to report any intruders/suspicious persons loitering on or near the school campus.
- Enforce identification and accountability procedures for adults who enter the school while the school is in session.
- Ensure that procedures are followed when releasing students to parents or guardians.

➡ **Response** (*State law prohibits the exchange of child custody on school property.*)

- Notify administrative staff immediately.
- Notify Regional Superintendent.
- Call **911** and the DeKalb School Police Department (**678-676-1810**).
- Have a description or picture of the child ready to give law enforcement.
- Notify the parents/guardians.
- Notify Transportation, **678-676-1333**, if the student normally rides the bus.
- Conduct a room-by-room search for the student. Also, search grounds and other potential hiding areas.
- Survey students from the missing student's class for information.
- Siblings of the missing student should be **closely monitored** at all times. If the siblings attend a different school, the administrator of that facility should be notified **immediately**.
- Secure the perimeter of the building. Make sure students do not leave.
- Curtail outside activities until the situation has stabilized.
- Alert the Crisis Management Team (**678-758-9155**).

REPORT OF A WEAPON ON CAMPUS/GUNSHOTS HEARD

➡ Response

- Immediately inform the School Resource Officer or the DeKalb School Police Department, **678-676-1810**.
- Notify Regional Superintendent.
- Administrator and School Resource Officer (or other law enforcement officer) should proceed to the classroom or area where the weapon is reported to be.
- While the School Resource Officer and an administrator escort the suspected student (or person) to a private area, another administrator or designated staff member should carry all of the student's belongings at a safe distance.
- The student should always walk in front of the escort; never allow the student to walk behind any member of the escort.
- At no time should the student be allowed to put his/her hands in pockets or to approach his/her belongings, nor should the student be allowed to go to a classroom or restroom while on the way to a private area.
- The student should be asked to empty his/her pockets and take off his/her shoes.
- The belongings should be thoroughly searched.
- Any weapon found should be immediately secured. If found by an administrator or teacher or other staff member, the weapon **must** be turned over to the police.
- At least two administrators or staff members should search the student's locker. If a weapon is found in the locker, the area should be secured and the SRO or other police officer should remove the weapon.
- Administrators or school staff **should not** confront or attempt to disarm anyone who is in possession of a weapon.
- Administrators or school staff **should never** attempt to unload a firearm, even if they have weapons experience.

NOTE: If the suspected person is in a classroom or other crowded area, the approach to the student should be carefully planned. The person should be asked to leave the area before asking him/her to follow to private area for the search. If the person runs, he/she should not be chased. Secure the building and contact the local police jurisdiction.

WHEN GUNSHOTS ARE HEARD IN OR NEAR THE SCHOOL

- Immediately lock down the school.
- Contact staff outdoors with students to take refuge in a predetermined site.
- **Call 911.**
- View surveillance monitors to determine location and nature of the incident.

OTHER CONTACT

- Regional Superintendent

TORNADO

(ALSO SEE INFORMATION ON SEVERE THUNDERSTORM WARNINGS)

➤ **Definitions**

➤ **Tornado WATCH:** Indicates that weather conditions are present that may develop into a tornado. ***Designate staff members to monitor weather reports on weather/hazard monitor and weather conditions and be prepared to move students from mobile classrooms and other unsafe areas if conditions change.***

⇒ **Tornado WARNING:** Indicates that a tornado has been sighted in the immediate area or indicated on radar. ***Protective measures must be taken immediately, starting with moving students from all mobile classrooms to the main building.***

➤ **Preparedness**

- Evaluate the physical plant, and develop plans for the use of secure areas by student and staff.
- Plan for the use of lower floors and/or interior areas such as hallways.
- Do not use gyms and other areas with wide roof spans.
- Inform staff and students that several short bell rings signify a **Tornado WARNING** (it is imperative that students and staff know the bell signal for a tornado warning).
- Keep First Aid supplies current and convenient.
- At least twice a year, inform staff and students about severe weather and the appropriate response.
- Designate the best areas to serve as shelters, such as interior rooms, hallways, lowest floors, enclosed smaller areas away from glass, etc.
- Prepare diagrams of the building, and mark the tornado shelter areas thereon. Include the quickest route to access those shelters, and post the diagrams in each room.
- Conduct drills/exercises so that everyone can become familiar with tornado warning procedures.
- Designate staff members to monitor weather reports on the weather/hazard monitor.

➤ **Response to WARNING**

- Move students from all temporary or mobile classrooms and gymnasiums and multi-purpose buildings to the main building.
- Take personal belongings only to provide extra protection from flying or falling debris (e.g., notebooks or coats to hold over head and shoulders).
- Secure the building by closing windows and doors.

- Direct everyone to seek cover in the hallways and to take a protective kneeling position facing the wall with hands/arms covering the head, neck and face.
- **If possible**, secure or store articles that may become missiles indoors.
- Students in unsafe locations will go to a pre-determined location.
- Students should not be allowed to leave the building during a **WARNING**. ****If students are on a field trip at the time inclement weather occurs, bus drivers will be alerted to get students back on the bus and return to school or a safe haven.*
- Teachers should keep their class rosters with them during the drill and remain with the class to be sure all students are present and are taking safety precautions.
- Staff members trained in CPR and First Aid should be assigned to the sheltered areas.
- Students and teachers should remain in the secured areas and safety positions until the “all clear” signal is given.
- The administrator should contact **911**, the DeKalb School Police, **678-676-1810** and the Regional Superintendent to report injuries and/or damage.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.
- Alert the Crisis Management Team (**678-758-9155**).
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

NOTE:

- ⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts of the building. Also, if the school day ends early due to the storm, activate the early dismissal procedures. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.
- ⇒ If the storm damaged the building, the decision to open or close the school the next school day should be made jointly by:
 - Superintendent’s Office (**678-676-0791**)
 - Principal and staff
 - Regional Superintendent
 - School District Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**
 - School Police Department (**678-676-1810**)
- ⇒ School District Staff will inform the local news media to announce the decision to the public.
- ☞ **SEVERE THUNDERSTORM WARNING:**
 - Move students from all temporary or mobile classrooms and gymnasiums and multi-purpose buildings to the main building.

- Bring all students into the building from outside activities and keep students from leaving the building until the warning is cancelled.
- **Where possible**, all electronic equipment should be unplugged.
- Keep students and staff away from glassed areas.
- Closely monitor weather developments and announcements.
- Contact above-listed phone numbers and initiate above-listed procedures if damage occurs.

NOTE: Each school should keep its Digital Weather/Hazard Alert Monitor turned on and located where alerts can be heard.

FLOODING

☞ **Preparedness**

- Know the local history of flooding near the school.
- Know what a river, stream, or lake height forecast means in terms of the school, community, bus routes and student residential areas.
- Know local elevations.
- Monitor forecasts and alert Regional Superintendent of any potential for flooding at the school prior to the day's opening. Early notification may result in students and staff being re-routed to another location.
- Plan alternative transportation routes to avoid flood-prone areas.
- Make provisions for students living in flood affected areas to be taken home early, kept at school, or taken to relatives.

☞ **Response**

- Monitor weather conditions in the affected areas via radio or television broadcasts.
- Evacuate students immediately in accordance with emergency early dismissal procedures.
 - ⇒ **Contact Regional Superintendent concerning the issuance of a news release regarding early dismissal.**
- If the situation, according to emergency personnel, does not permit an evacuation, keep the students at school or in an alternate safe location.
- Closely monitor dismissal to keep students away from flooded, flooding, or possible flooding areas.
- Warn students walking home from school to stay away from creeks, rivers, stream, lakes, dams, and any flooding areas or areas with flash flood potential.
- Shut off the water at mains so that contaminated water will not back up into the school water supply.

NOTE: If flooding approaches the building or if a flash flood warning area includes the building,

- ⇒ Students and staff should be relocated from low-lying levels and all electrical equipment should be unplugged.
- ⇒ If the storm causes damage to the building, student and staff movement in the building following the storm should be closely monitored to identify unsafe parts

of the building. If parents come to the school to check on and to check out their children, set up an orderly check out procedure in the school cafeteria area (if safe), requiring identification and using student attendance logs.

⇒ The decision to open or close the school the next school day should be made jointly by:

- Superintendent's Office **(678-676-0791)**
- Principal and staff
- Regional Superintendent
- School District Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**
- School Police Department **(678-676-1810)**
- DeKalb and/or Georgia Emergency Management Personnel

EARTHQUAKE

The northern part of Georgia is designated a "MODERATE-EXPECTED EARTHQUAKE DAMAGE ZONE." Therefore, schools should be prepared.

☞ Response

- Movement during the actual tremors is not recommended. **Inside** the building, inform staff and students to take cover under desks, when possible, and cover their heads and necks. They should stay away from glass, outside windows and doors, shelves, and any objects that may fall. Students and staff in classrooms with windows should relocate to the hallways or stairwells. **Outside** the building, staff and students should move away from buildings and avoid utility lines.

☞ After the Tremors Stop (See Emergency Evacuation, p. 4)

- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits (**NOTE:** administrators must re-direct classes if the predetermined routes pass near damaged areas.)
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the **Emergency Kit** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma and alert staff members trained in CPR and First Aid.
- **DO NOT REENTER BUILDING**

- Alert the Crisis Management Team **(678-758-9155)**.
- Call Regional Superintendent.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage.
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

HURRICANE

DeKalb County School District is far enough inland to have several hours of advanced warning of a pending or possible hurricane. In such cases, the Superintendent will announce school closings. However, some schools are designated emergency shelters and should make appropriate preparations.

➤ Preparedness

- Monitor weather reports and be available to receive calls from emergency personnel and the Service Center.
- Bring all outdoor equipment inside of the building.
- Move equipment away from doors and windows.
- Unplug all electrical equipment.
- Remove all objects that may fall to floor level.
- Contact the Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, for more information on building preparations.
- If the building has been designated as an evacuation shelter, determine its “structural integrity” with assistance from the DeKalb and Georgia Emergency Management Agencies (DEMA and GEMA).
- With the assistance of DEMA/GEMA, identify and designate the most appropriate protective areas within the school building.
- Work with DEMA/GEMA to develop a plan to provide provisions for temporary shelter and for checking-in and checking-out evacuees.
- Check school activity calendar to identify school activities or events that conflict within the estimated time period for the hurricane warning area. Reschedule those activities in time to announce to students, staff, and public.
- If a hurricane or storms related to the hurricane move through the area of the building, carefully survey the building after the danger has passed, but do not enter the building if it appears structural damage has occurred. Instead, immediately report the damage to the Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, the School Police, **678-676-1810**, and the appropriate Regional Superintendent.
- Do not approach downed electrical lines near or on the building.
- Any and all damage, even minor damage, should be immediately reported to the Service Center.

UTILITY EMERGENCY/AFTER-HOURS EMERGENCY

(Electrical power failure, gas line break or leak, water main or sewer break)

➤ **Should building need to be evacuated** (See *Emergency Evacuation, p. 4*)

- Contact Regional Superintendent.
- School personnel and students move to the predetermined assembly points 1,000 feet away from the building using predetermined routes and exits.
- Ensure that all school personnel and students have left the building. Check hallways, restrooms, lounges, cafeterias, auditoriums, and gymnasiums.
- Designated staff should take the **Emergency Kit** to the assembly area(s).
- Use walkie-talkies, classroom telephones (where available), bullhorns and adult runners to communicate and confirm that the building has been cleared.
- Designated staff should account for all students by checking with teachers in the assembly area(s).
- Designated staff should survey students at the assembly point to check for injuries or trauma.
- Everyone should remain in assembly areas until the “all clear” signal/message is given. Once students are in the building, use intercom to explain situation.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for possible damage or danger.
- Alert the Crisis Management Team (**678-758-9155**).
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

➤ **Electrical Power Failure**

During and After School Hours:

- **Georgia Power Company 1-888-660-5890 (24-hours)**

Evacuation Protocol

By order of the DeKalb County Fire Marshall, anytime an occupied school loses electrical power and the facility does not have a working backup generator, the school must be evacuated after 90 minutes.

An emergency fire watch must be established anytime a school loses electrical power. The fire watch shall consist of personnel who have a flashlight and a walkie/ talkie and stationed throughout the school with no other responsibility but to watch for fire. Schools having emergency generators may remain occupied during a power failure as long as the generator is operating and the fire watch is in place.

➤ **Gas Line Break**

During or After School Hours:

- **Atlanta Gas Light 770-994-1946 (24 hours)**

➤ **Water Main Break or Sewer Break**

During or After School Hours:

- **DeKalb County Dept. of Watershed Management 770-270-6243 (24 hours)**

OTHER CONTACTS

- Service Center, **678-676-1315 or 678-676-1536**
- Regional Superintendent

BACTERIA OR MICROORGANISM THREAT

(Receipt of or threat to receive a bacteria-laced or microorganism-laced letter, box, container, envelope, etc.)

➤ **Preparedness**

- Persons who handle mail and packages should be alert to unusual packages or letters (e.g., excess postage on a small package or letter indicates that the object was not weighed by the Post Office, no postage or non-canceled postage, handwritten notes such as “to be opened by Mr. Smith,” leaks, stains or sharp points. Students and volunteers should NOT be allowed to open or handle school mail).

➤ **Response** (See *Emergency Evacuation, p. 4*)

- Call **911** and DeKalb School Police Department (**678-676-1810**).
- Call Regional Superintendent.
- Isolate letter or package.
- Cover letter or package with a heavy cloth or similar item to minimize contamination.
- Evacuate and seal off the area of building.
- Assign staff to prevent others from entering the area.
- Isolate victim or victims who have come into contact with letter or package.
- Identify victims fully with name, address, and telephone number for first responders and health officials.
- Decontaminate as instructed by medical/health personnel.
- Contact Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**, to inspect building for danger.
- Alert the Crisis Management Team (**678-758-9155**).
- Administrative staff, with assistance from the Regional Superintendent and/or the Crisis Management Team, should prepare a written statement to be sent home with students.

HELPFUL TIPS AND INFORMATION

➔ INFORMATION NEEDED WHEN CALLING THE REGIONAL SUPERINTENDENT:

- Name of person calling
- School name
- Description of the incident
- Names of people involved
- Grade of students involved
- Injuries (if applicable)
- Damage (if applicable)
- What action the school has taken thus far
- Other information, as necessary that impacts the school or School District
- Provide phone numbers to school, including private number
- If incident necessitates someone coming to the school, give specific instructions (e.g., where to park, who to meet, what door to use, etc.)

➔ HOW TO DEAL WITH THE NEWS MEDIA

- Greet the reporter/crew politely. Tell them to wait in the press car/truck or designate an area for them to sit in the school office away from students and the incident or incident area.
- Call the Public Information Officer (**404-486-3710**) and Regional Superintendent. Ask them for advice or request that someone come to the scene as the official spokesperson.

➔ LIST CPR AND FIRST AID STAFF PERSONS

- Names:

➔ QUICK REFERENCE PHONE NUMBERS

- Superintendent's Office, **678-676-0791**
- Public Information Officer, **404-486-3710**
- Crisis Management Team, **678-758-9155**
- Atlanta Gas Light, **770-994-1946**
- Georgia Power, **1-888-660-5890**
- DeKalb County Department of Watershed Management, **770-270-6243**
- DeKalb School District Service Center, **678-676-1315 (during school hours) or 678-676-1536 (after school hours)**
- DeKalb School District Department of Public Safety, **678-676-1810**
- Transportation, **678-676-1333**
- Department of Safe Schools and Student Relations, **678-676-1811**
- Poison Control, **404-616-9000; 1-800-222-1222**

The original version of this document can be found at
[http://www.dekalb.k12.ga.us/www/documents/student-relations/code-of-student-conduct-\(2015-2016\).pdf](http://www.dekalb.k12.ga.us/www/documents/student-relations/code-of-student-conduct-(2015-2016).pdf)



***CODE OF STUDENT CONDUCT~
STUDENT RIGHTS AND RESPONSIBILITIES
AND CHARACTER DEVELOPMENT HANDBOOK***

2015-2016

**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.

စကားပြန်နှင့် တာဝန်များအသင့်ရရှိနိုင်ခြင်းထုတ်ပြန်ကြေညာချက်

DeKalb ခရိုင်ဒေသကျောင်းသည် မိဘများနှင့်ကျောင်းသားများအားလုံးမရှိမဖြစ်ရသင့်လိုက်လို့အပ်သောသူတို့အားအစွမ်းအားများနှင့်တာဝန်များနားလည်သဘောပေါက်နိုင်သောစာကိုပေးကမ်းမှုကိုညီပေးမည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ပုံစံအစည်းကမ်းချက်များ၊ ကျောင်းသားများအစွမ်းအား၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများ၊ နှင့်တခြားသော အကြောင်းအရာများတို့သည် တာဝန်ပြန်ထားသော စာအုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စကားပြန်အကူညီများလိုအပ်ပါကကျောင်းမှစီမံခန့်ခွဲရေးအဖွဲ့များ တောင်းဆိုမှုကိုညီပေးမည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ပုံစံအစည်းကမ်းချက်များ၊ ကျောင်းသားများအစွမ်းအား၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများ၊ နှင့်တခြားသော စာအုပ်များတို့သည် www.dekalb.k12.ga.us/student-relations ဝက်စက်မှာကြည့်ရှုနိုင်ပါသည်။

Nepali

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विद्यार्थी र उन्का माता-पितामा आफूले बुझे भाषामा अधिकार र जिम्मेवारी सन्दर्भका आवश्यक जानकारीमा आफ्नो पहुँच रहेको सुनिश्चित गर्दछ। विद्यार्थी आचार संहिता, विद्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिका वा अन्य कागजातका अनुवादित प्रतिलिपिका साथै दोभासेका लागि विद्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ। विद्यार्थी आचार संहिता, विद्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रोनिक संस्करण (Copy) www.dekalb.k12.ga.us/student-relations मा पाइने छ

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

A. 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.

Peachtree Charter Middle School

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 scenario, 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 Safe Schools and 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

B. 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 CODE OF STUDENT CONDUCT –
STUDENT RIGHTS AND RESPONSIBILITIES AND CHARACTER DEVELOPMENT HANDBOOK

C. 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/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.

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Peachtree Charter Middle School

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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.

RULE	CHARACTER TRAIT
Offense #1: Tobacco	Respect/Responsibility/Caring
Offense #2: Electronic Communication Devices	Respect/Responsibility/Caring
Offenses #3a, 3b: Weapons	Responsibility/Caring/Citizenship
Offenses #4a, 4b: Intentional Physical Violence	Respect/Responsibility/Caring
Offenses #5a, 5b, 5c: Drugs/Alcohol	Responsibility
Offenses #6a, 6b, 6c: Property	Honesty/Respect
Offenses #7a, 7b, 7c, 7f, 7g: Bullying/Harassment/Hazing/Fighting/Assault/Battery	7d, 7e, Respect/Responsibility/Caring
Offense #8a, 8b: Refusal to Follow Instructions	Respect/Responsibility/Caring
Offense #9: Unlawful Absence/Truancy	Responsibility/Courage/Perseverance
Offense #10: Skipping Class	Responsibility/Courage/Perseverance
Offense #11: Classroom Disturbance	Respect/Responsibility/Caring
Offense #12: School Disturbance	Respect/Responsibility/Citizenship
Offense #13: Profanity/Vulgarity/Obscenity	Responsibility/Respect/Citizenship
Offense #14: Failure to Accept Disciplinary Action	Responsibility/Respect/Courage
Offense #15: Chronic Tardiness	Responsibility/Respect/Courage
Offense #16: Bus Misconduct	Responsibility/Respect/Caring
Offense #17: Conduct Outside of School Hours	Responsibility/Respect/Citizenship
Offense #18: Gambling	Responsibility
Offense #19a: Repeated Violations	Responsibility/Respect/Hope
Offense #19b: Violation of Probation	Responsibility/Respect/Courage

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Offense #20:	Parking and Traffic Violations	Responsibility/Citizenship
Offense #21:	Loitering/Trespassing	Respect/Responsibility/Courage
Offense #22:	Providing False Information	Honesty/Respect
Offense #23:	Inappropriate Sexual Behavior	Responsibility/Respect/Caring
Offense #24:	Identification Card Violation	Responsibility
Offense #25:	Student Dress Code Violation	Responsibility/Respect/Citizenship
Offense #26:	Unsafe Action	Responsibility/Respect/Citizenship

A. DEKALB COUNTY SCHOOL DISTRICT 2015-2016 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

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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

B. CONSEQUENCES FOR VIOLATIONS

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	Conference with student and other individuals as needed
LEVEL 2	Intervention
LEVEL 3	Suspension for 1-3 days
LEVEL 4	Suspension for 4-10 days
LEVEL 5	Suspension for 10-days with a probationary contract

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<p>LEVEL 6</p>	<p>Long-term Suspension:</p> <p>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</p>
<p>LEVEL 7</p>	<p>Expulsion:</p> <p>Required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, as listed in Level 6 but to continue beyond the current semester - Exclusion from ALL units of the District for a specified period of time through permanent expulsion may be applicable</p>

Violations of the Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook with a consequence of Level 6 or 7 require a 10 day suspension and a due process hearing. However, violations that occur within the last 10 days of the school year will result in a suspension through the end of the current school year followed by a due process hearing.

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 34)

NOTE:

Violations of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook with a consequence of Level 6 and 7 require a District due process hearing.

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?

C. OFFENSES AND CONSEQUENCES

1. 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 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	Level 5 – Suspension of 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. 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. 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 and returned only to the parent/guardian.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	Level 1 - Conference
	Level 2 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	Level 5 – Suspension of 10 days with a contract

STUDENTS MUST NEVER SEND THREATENING/INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME.

STUDENT MUST NOT WEAR HEADPHONES WITH OR WITHOUT ELECTRONIC DEVICES DURING INSTRUCTION TIME UNLESS USED FOR APPROVED MEDICAL OR INSTRUCTIONAL PURPOSES ONLY.

3. OBJECTS AND OTHER DEVICES

3. WEAPONS, EXPLOSIVES, HAZARDOUS

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

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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 – Suspension of 1-3 days
 Level 4 – Suspension of 4-10 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

**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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:**

Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 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

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.

4. 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 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

**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

5. 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.

6. 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.

7. 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 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:

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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	

8. 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 – Suspension of 1-3 days Level 4 – Suspension of 4-10 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	

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	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	

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.

9. 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 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:
Minimum: Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

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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

10. 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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:

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Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

NOTE: The student must make restitution for any damage to school or personal 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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

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

11. 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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

NOTE: Students must make restitution for any damage caused by the student's 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

12. 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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:**
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

13. 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.

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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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

14. 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 schoolrelated 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:

Peachtree Charter Middle School

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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: 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

15. D. Aggravated Assault

Students will not use or threaten 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 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 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

16. 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 SCHOOL INITIATED
CONSEQUENCES:**
Minimum: Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 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

17. 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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 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

18. 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

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- 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.

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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 solely as a result 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 50, 54-57, 74-75.

ELEMENTARY SCHOOL INITIATED
CONSEQUENCES:

Minimum: Level 1 - Conference
Level 2 - Intervention(s) (see pages 36-37)

Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days

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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 2 - Intervention(s) (see pages 36-37)

Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Level 5 – Suspension of 10 days with a contract

Maximum: Level 6 – Long-Term Suspension
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

19. 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 36-37)

Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days

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

20. 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 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days Level 4 – Suspension of 4-10 days
Maximum:	Level 5 – Suspension of 10 days with a contract

21.

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: Students 15-17 years of age are reminded that the state of Georgia will suspend their drivers' license/permit or not allow them to get one if they have 10 or more unexcused absences in a school year or drop out. (see page 60).

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).

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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.

22. 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.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	Level 1 - Conference
37)	Level 2 - Intervention(s) (see pages 36-
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	Level 5 – Suspension of 10 days with a contract

NOTE: Students WILL NOT be suspended for attendance-related infractions only.

23. 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 - Intervention(s) (see pages 36-37)

Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days

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

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:

Minimum: Level 2 - Intervention(s) (see pages 36-37)

Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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. 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 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days

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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	Level 3 – Suspension of 1-3 days Level 4 – Suspension of 4-10 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	

25. 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 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days Level 4 – Suspension of 4-10 days
Maximum:	Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	Level 2 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days Level 4 – Suspension of 4-10 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	

26. 14. FAILURE TO ACCEPT DISCIPLINARY ACTION

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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 - Intervention(s) (see pages 36-37)

Level 3 – Suspension of 1-3 days

Level 4 – Suspension of 4-10 days

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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 2 - Intervention(s) (see pages 36-37)

Level 3 – Suspension of 1-3 days

Level 4 – Suspension of 4-10 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

27. 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 a 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 33-34)

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.

ELEMENTARY INITIATED
CONSEQUENCES:

Minimum: Level 1 - Conference
 Level 2 - Intervention(s) (see pages 36-37)
 Level 3 – Suspension of 1-3 days
 Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:

Minimum: Level 1 - Conference

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37)	Level 2 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 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	

28. 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 of 4-10 days
Maximum:	Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED	
CONSEQUENCES:	
Minimum:	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	

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 Safe Schools and Student Relations and subject to the Student Placement Protocol as described on page 42.

29. 18. GAMBLING

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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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

**MIDDLE/HIGH SCHOOL INITIATED
CONSEQUENCES:**
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

30. 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 be referred to a school counselor, school social worker, 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.

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ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

- 31. 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 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

32. 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

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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 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 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	

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

33. 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 - Intervention(s) (see pages 36-37)

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Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

34. 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 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

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MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

35. 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 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 days
Maximum: Level 5 – Suspension of 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Intervention(s) (see pages 36-37)
Level 3 – Suspension of 1-3 days
Level 4 – Suspension of 4-10 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

36. 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

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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 - Intervention(s) (see pages 36-37)
Maximum:	Level 3 – Suspension of 1-3 days

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	Level 1 - Conference Level 2 - Intervention(s) (see pages 36-37)
	Level 3 – Suspension of 1-3 days
	Level 4 – Suspension of 4-10 days
Maximum:	Level 5 – Suspension of 10 days with a contract

37. 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 pages 63-64 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

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1.

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

2. WHEN THE BUS ARRIVES

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

3. 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

4. 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 34)

BUS REFERRAL MATRIX FOR SECONDARY STUDENTS

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INAPPROPRIATE BEHAVIOR OR VIOLATION OF BUS RULES	First Offense	Second Offense	Third Offense	Fourth and Subsequent 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

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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.

E. 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); and
- 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.

F. 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 73 of the Code of Student

Conduct – Student Rights and Responsibilities and Character Development Handbook for a summary of the District’s discipline process.

G. EXPLANATION OF DISCIPLINARY LEVELS

1. 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 and intervention levels.

Level 1 Conference:

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

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Telephone Conference with Administrator/Parent
 Telephone Conference
 with Teacher/Parent
 Other parties as deemed
 necessary

Level 2 Intervention: ALL Interventions should be age appropriate and behavior specific.

(Sample List of Interventions)

Referral	Referral to School Counselor, Student Support Team, Student Support Services, School Social Worker, IEP Review, Attendance Staff, or other appropriate personnel
Time-Out	Temporary denial of a student's right to attend class
Detention	Detaining a student for disciplinary reasons before or after school hours (including Saturday School)
Staffing	Meeting of school personnel and perhaps other individuals to consider the behavior of the student and make recommendations
Local Probation	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
Restricted Activity	Denial of participation in school activities and extra-curricular events or the use of common areas or other parts of the school
In-School Intervention	May include, but is not limited to, Saturday School, work assignment, behavior essays or transportation restriction
Substance Abuse Education	Required participation in *GRIP Program (Gaining Results Intervention/Prevention)
Violence Education	Required participation in *POINTS Program (Providing Optional Intervention Needed To Succeed)
Probation	Write-up for the discipline offense with a defined period of good behavior to prevent suspension
Mediation	Referral to conflict mediation
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

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

H. ADDITIONAL INTERVENTIONS - SCHOOL DETERMINES USE

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

SCHOOL- INITIATED CONSEQUENCES

NOTE: Suspensions may consist of in-school, out-of-school or bus suspensions, as deemed

appropriate by school administrators.

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

Level 4 Suspension (4-10 days): School initiated suspension

Level 5 Suspension of 10 days (with contract): School initiated suspension

Level 6 and 7 Violations: Out of School Suspension for more than 10 days - Require a District due process hearing with appropriate consequences levied by the Hearing Officer or the Board of Education

Level 6 Long-Term Suspension: A long-term suspension is beyond 10 days through the current semester. During the suspension, one or more of the following decisions will be rendered:

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A. Suspension: The student is removed from all programs of the School District for a specified length of time up to the end of the current semester.

B. Assignment to an Alternative School or an Alternative Program: The Hearing Officer or the Board of Education may require that the student be assigned to an alternative educational placement during the long-term suspension.

C. Allowed to Remain in the Local School with Additional Consequences: The Hearing Officer or the Board of Education may require that the student participate in in-school suspension, community service, be placed on school-based social restriction, attend the GRIP (Gaining Results Intervention/Prevention) Program, POINTS (Providing Optional Intervention Needed To Succeed) Program or other consequences as deemed appropriate.

D. No Further Action: The Hearing Officer or Board of Education will allow the student to return to the local school at the end of any outstanding suspension and no further consequences will be assigned.

Level 7 Expulsion: The denial of a student's right to attend school and school sponsored activities beyond current semester. The student may or may not be assigned alternative education during this time as deemed appropriate and/or in compliance with state/federal law. This decision may only be rendered by the Hearing Officer or the DeKalb Board of Education.

DEFINITIONS OF TYPES OF DISCIPLINE

1. 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.

2. 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.

3. 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 readmission after six months.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.

12. 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.

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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, 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.

13. APPEAL TO BOARD OF EDUCATION

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 Safe Schools and Student Relations or may order a copy of a written transcript their own copy at their own expense.

The decision of the Board of Education will be based solely on the record created during the District due process hearing. The Board will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. For additional information on the

The Board will make its decision in Executive Session within ten (10) working days after receipt of the written notice of appeal. It has the power to affirm, reverse, or modify the Hearing Officer's decision. The Board's decision will be final, unless an appeal is made to the State Board of Education within 30 calendar days of the Board'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.

14. 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.

15. 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:

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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 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 coordinator from Special Education Services/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.

16. 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 Safe Schools and 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. Parents 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 Safe Schools and 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 Safe Schools and 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 Safe Schools and 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 Safe Schools and 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.

17. 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.

18. 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.

19. 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.

20. 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.

21. 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.

I. KEEPING WEAPONS OUT OF SCHOOL

1. 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 13-14.)

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

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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.

2. 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.

3. 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

4. PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

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- Distributing the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook Conduct 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.

J. STUDENT RIGHTS AND RESPONSIBILITIES

RESPONSIBILITIES

1. 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.

2. 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.

K. 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.

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- (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.

- (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

1. 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;

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- 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 and place of birth; dates of attendance; grade level; major field of study; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational institution previously attended. Such notification should be sent to the student's principal.

2. 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.

L. STUDENT COMPLAINT PROCEDURES

1. 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. § 20-2751.5, 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 74 for the Bullying/Harassment/Hazing flowchart and page 75 for the Bullying/Harassment/Hazing Report Form in the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.

2. 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, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, 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. 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 superintendent and the Professional Standards Commission Ethics Division.

3. GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

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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.

M. 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

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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 exhibit appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students will use the internet system for instructional purposes only as it relates to classroom and cocurricular assignments and activities.

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- 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.

1. 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.

N. 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: JCDAG

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 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.

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 the students' 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.

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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.

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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.

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

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by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification and reporting 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 of 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.

1. 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, 1615-4).

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.

2. 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.

3. 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.

4. 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 (1-877729-7867) 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.

5. 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.

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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.

6. SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified veteran police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website at <http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1>.

7. 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.

8. 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.

9. 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.

10. 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 referral is made, special education staff will obtain parental consent to review all SST/RtI records, including all data and all evaluations, and to complete any additional evaluations necessary. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

11. 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.

12. PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (Providing Optional Intervention Needed To Succeed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (Gaining Results Intervention/Prevention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the Board of Education.

13. SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according to the DCSD Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained audit teams (four-five members per team) 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, Chief Legal Officer, 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.

14. 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 32):

- 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.

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- 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.

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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.

15. 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.

16. 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.

O. 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 deescalation 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

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- 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.
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.

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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 nondisabled 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

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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

Peachtree Charter Middle School

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 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.

APPENDIX

P. 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:

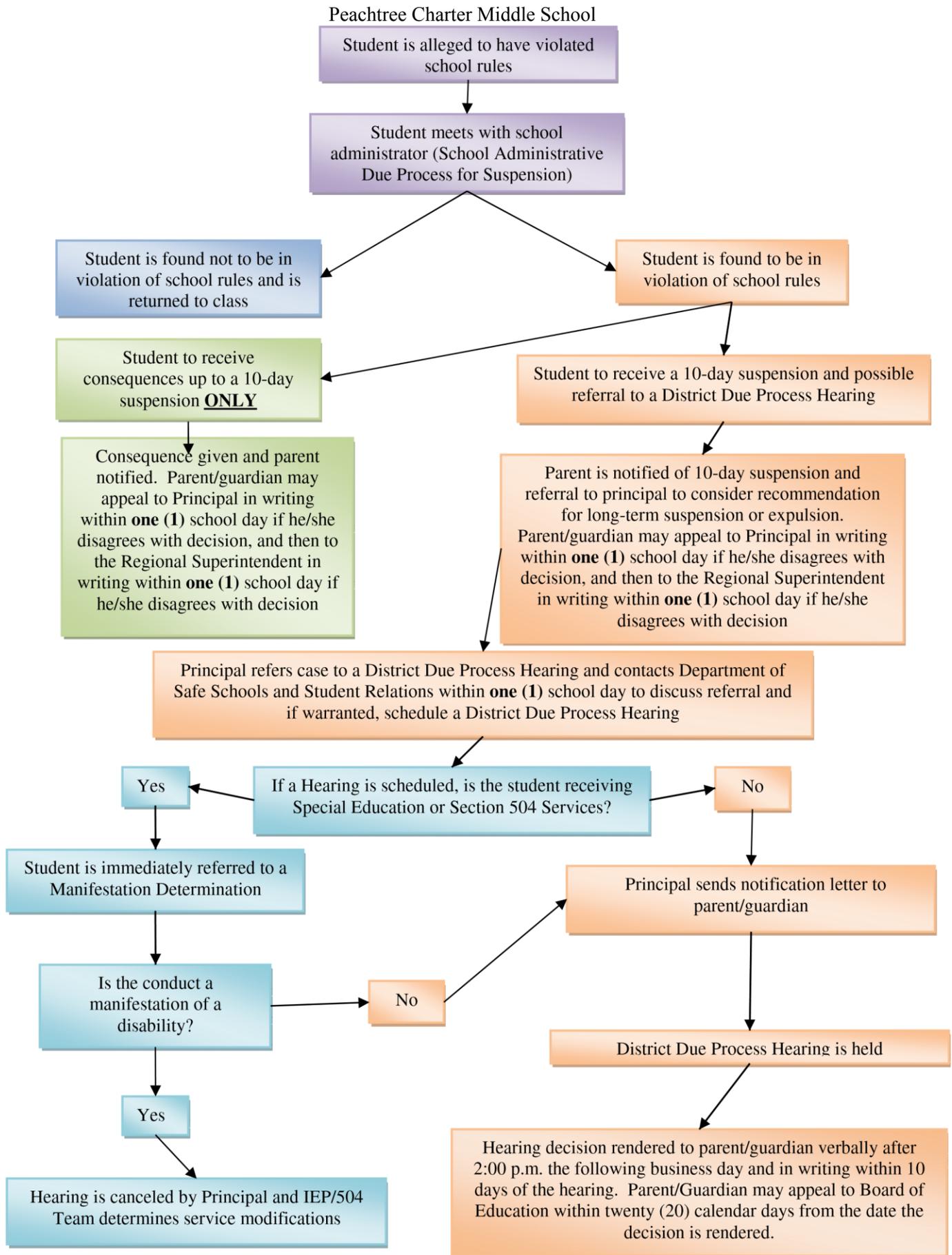
- 1) Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and the subject areas in which the teacher provides instruction;
- 2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification requirements have been waived;

Peachtree Charter Middle School

- 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



Peachtree Charter Middle School

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.

BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART

Peachtree Charter Middle School

2015-2016

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

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. Please sign below if your child has permission to participate. 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.

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 24, 25, and 27 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 during the first week of school.



“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 SAFE SCHOOLS AND STUDENT RELATIONS,
5823 MEMORIAL DRIVE, STONE MOUNTAIN, GA. 30083
(678) 676-1811

Peachtree Charter Middle School

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.

APPENDIX O – PCMS Dress Code

Sample of the Dress Standard

This Dress Standard is part of the PCMS Charter, and by signing the Charter Agreement when enrolling your child at Peachtree, you are agreeing to adhere to the following guidelines Monday-Friday. The exception is Dress Down Day, noted on the PCMS Events Calendar, when DeKalb County guidelines must still be met.

SHIRTS, SWEATERS, etc: Collared, Button Down or Polo style shirt (pullover sport/golf shirt with collar), long or short sleeve, buttons or snaps (top two buttons may be left open), or Turtleneck may all be worn. Sweaters (including cardigan), Sweatshirts, Fleece or Lightweight Jacket may be worn as long as a shirt described above is worn underneath. **ALL CLOTHING MUST BE ONE SOLID COLOR AND PLAIN (NO WORDING, NO DESIGN-NO STRIPES OR PATTERN, & NOTHING SEE THROUGH).** The “PCMS Spirit t-shirt/sweatshirt” (including band, orchestra, drama, feeder schools and DHS) is the only t-shirt/sweatshirt allowed and may be worn in place of the required collared shirt.

PANTS, SHORTS, etc: Pants, shorts, cargos, blue jeans, skirts, skorts, capris, jumpers and overalls may be worn but must be the proper size, fit, and length (nothing baggy, too tight, or too short . . . 3 inches above the top of the knee at the shortest), and unadorned (no rivets, lacing, patches, or ripped).

ALL CLOTHING MUST BE ONE SOLID COLOR AND PLAIN (NO WORDING, NO DESIGN—NO STRIPES OR PATTERN, & NOTHING SEE THROUGH).

JACKETS: Heavy jackets and coats are NOT allowed in the classroom.

FOOTWEAR: FOOTWEAR MUST BE WORN BY ALL STUDENTS - NO BARE FEET! Heels, flip-flops and bedroom slippers should **NOT** be worn because of the potential safety hazard. “Heelys” or shoes with wheels are **NOT** allowed. The PE Teachers require appropriate athletic shoes.

HATS: Unless specified by a special Dress Down Day or for medical/religious reasons, hats are not to be worn inside the school.

PE UNIFORMS: The required PE uniforms should be worn ONLY during P.E. class.

Dress Code Enforcement Procedures

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, three (3) Days ISS and Local Formal Hearing, which may result in up to ten (10) days ISS, Local Probation and/or parent attend classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules and a possible referral to an alternative setting upon a finding of guilty by the Student Evidentiary Hearing Committee.

Peachtree Charter Middle School

APPENDIX P – Budget

5 YEAR BUDGET PROJECTION												
School Name:	FY2015		FY2016		FY2017		FY2018		FY2019		FY2020	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
ASSUMPTIONS												
Number of Students			1504		1540		1570		1650		1730	
Facility Square Footage												
Number of Full Time Employees			161		163		164		164		164	
Full Time Employees (eligible for benefits)			161		163		164		164		164	
Number of Administrators			5		5		5		5		5	
Number of Teachers			131		133		134		133		133	
Number of Other Instructional Staff												
Number of Clerical Staff												
Number of Maintenance Staff			6		6		6		6		6	
Number of Food Service Staff			8		8		8		8		8	
Student Teacher Ratio												
Revenue Per Pupil (State and/or Local)												
Average Teacher Salary			\$54,966		\$54,966		\$54,966		\$54,966		\$54,966	
REVENUES												
State and/or Local Revenue (Rev Per Pupil*# of students)	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
3% District Administrative Fee (Explain any changes in notes)	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Meal Fees		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
PCMS Annual Fund	\$50,000	0.5%	\$50,000	0.5%	\$60,000	0.6%	\$75,000	0.8%	\$85,000	0.9%	\$100,000	1.0%
PCMS CV Classic	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%
Dakalb County School District	\$9,158,017	98.0%	\$9,258,107	98.0%	\$9,358,107	97.9%	\$9,458,107	97.8%	\$9,558,107	97.7%	\$9,658,107	97.6%
Per-Pupil FTE funds	\$102,924	1.1%	\$102,924	1.1%	\$102,924	1.1%	\$102,924	1.1%	\$102,924	1.1%	\$102,924	1.0%
Supplies FTE	\$21,621	0.2%	\$21,621	0.2%	\$21,621	0.2%	\$21,621	0.2%	\$21,621	0.2%	\$21,621	0.2%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		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	\$9,347,562		\$9,447,652		\$9,557,652		\$9,672,652		\$9,782,652		\$9,897,652	

5 YEAR BUDGET PROJECTION												
School Name:	FY2015		FY2016		FY2017		FY2018		FY2019		FY2020	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
EXPENSES												
PERSONNEL												
Principal	\$93,298	100.0%	\$93,298	1.0%	\$93,298	1.0%	\$93,298	1.0%	\$93,298	1.0%	\$93,298	1.0%
Social Services (Social Worker/Counselor/Nurse)		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Technology Support		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Teachers	\$0	0.0%	\$7,200,546	77.1%	\$7,310,478	77.3%	\$7,365,444	77.3%	\$7,310,478	77.1%	\$7,310,478	77.0%
Arts/PE/Comp Sci		0.0%	\$429,120	4.6%	\$439,120	4.6%	\$449,120	4.7%	\$459,000	4.8%	\$469,120	4.9%
Athletics/Extracurricular Coaches		0.0%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%	\$15,000	0.2%
Guidance Counselor		0.0%	\$177,982	1.9%	\$177,982	1.9%	\$177,982	1.9%	\$177,982	1.9%	\$177,982	1.9%
Special Education Teacher		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Office Manager		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Office Assistant		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Business manager		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Maintenance		0.0%	\$197,637	2.1%	\$197,637	2.1%	\$197,637	2.1%	\$197,637	2.1%	\$197,637	2.1%
Food Service		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Retirement Benefits		0.0%	\$1,199,107	12.8%	\$1,199,107	12.7%	\$1,199,107	12.6%	\$1,199,107	12.7%	\$1,199,107	12.6%
Health Benefits		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
FICA		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Other Payroll Expenses/Taxes		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		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	\$93,298	100.0%	\$9,312,690	99.7%	\$9,432,622	99.7%	\$9,497,588	99.7%	\$9,452,502	99.7%	\$9,462,622	99.7%
INSTRUCTION												
Textbooks		0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
Classroom Supplies		0.0%	\$25,000	0.3%	\$25,000	0.3%	\$25,000	0.3%	\$25,000	0.3%	\$25,000	0.3%
Computers		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Software		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Field Trips		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Instructional Equipment		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%
Student Assessment		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Classroom Furniture		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
PE Equipment		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Art Supplies		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		0.0%	\$0	0.0%	\$0	0.0%	#VALUE!	0.0%	\$0	0.0%	\$0	0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Instruction	\$0	0.0%	\$25,000	0.3%								

Peachtree Charter Middle School

5 YEAR BUDGET PROJECTION												
School Name:	FY2015		FY2016		FY2017		FY2018		FY2019		FY2020	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
SERVICES & SUPPLIES												
Student Uniforms		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Athletic Program		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%
Office Furniture		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%
Printing and Copy Services		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%
Bookkeeping		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Audit		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Payroll Services		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Banking Fees		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Legal Services		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Liability & Property Insurance		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Staff Development		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Special Education		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%
Staff Recruitment		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Student Recruitment		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Tech Support		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Phone/Internet Service		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Food Service		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Transportation		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Health Supplies		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Pest Control		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Janitorial Supplies & Services		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Waste Disposal		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Marketing		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
		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 Services & Supplies	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%

5 YEAR BUDGET PROJECTION												
School Name:	FY2015		FY2016		FY2017		FY2018		FY2019		FY2020	
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
Total Services & Supplies	\$0	0.0%										
FACILITIES												
Rent/Lease/Mortgage		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Grounds Maintenance		0.0%	\$500	0.0%	\$500	0.0%	\$500	0.0%	\$500	0.0%	\$500	0.0%
Maintenance & Repair		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Utilities		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Fire Safety and Compliance		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
PTCC grounds		0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%	\$1,000	0.0%
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Total Facilities	\$0	0.0%	\$1,500	0.0%								
Total Expenses	\$93,298		\$9,339,190		\$9,459,122		\$9,524,088		\$9,479,002		\$9,489,122	
Contingency Fund	\$0		\$0		\$0		\$0		\$0		\$0	
Surplus (Deficit)	\$9,254,264		\$108,462		\$98,530		\$148,564		\$303,650		\$408,530	

Cash Balance						
Beginning Cash (Renewals, conversions, or org. funding amounts)		\$9,254,264	\$9,362,726	\$9,461,256	\$9,609,820	\$9,913,470
Net Surplus (Deficit)	\$9,254,264	\$108,462	\$98,530	\$148,564	\$303,650	\$408,530
Ending Cash	\$9,254,264	\$9,362,726	\$9,461,256	\$9,609,820	\$9,913,470	\$10,322,000

CASH FLOW PROJECTIONS-YEAR 0/Planning Year													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Special Education Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Assistant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Business manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$16,469	\$0
Food Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Retirement Benefits	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$99,925	\$0
Health Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FICA	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Payroll Expenses/Taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
													\$0
													\$0
Total Personnel	\$776,063	\$93,298											

INSTRUCTION													
Textbooks													\$0
Classroom Supplies	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$21,612
Computers													\$0
Software													\$0
Field Trips													\$0
Instructional Equipment													\$0
Library and Media Center													\$0
Student Assessment													\$0
Classroom Furniture													\$0
PE Equipment													\$0
Art Supplies													\$0
													\$0
													\$0
Total Instruction	\$1,801	\$21,612											

Peachtree Charter Middle School

CASH FLOW PROJECTIONS-YEAR 0/Planning Year													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
SERVICES & SUPPLIES													
Student Uniforms													\$0
Athletic Program													\$0
Office Supplies													\$0
Office Furniture													\$0
Office Computers & Software													\$0
Printing and Copy Services													\$0
Postage and Shipping													\$0
Bookkeeping													\$0
Audit													\$0
Payroll Services													\$0
Banking Fees													\$0
Legal Services													\$0
Liability & Property Insurance													\$0
Staff Development													\$0
Special Education													\$0
Health Services													\$0
Staff Recruitment													\$0
Student Recruitment													\$0
Tech Support													\$0
Phone/Internet Service													\$0
Food Service													\$0
Transportation													\$0
Health Supplies													\$0
Pest Control													\$0
Janitorial Supplies & Services													\$0
Waste Disposal													\$0
Marketing													\$0
													\$0
													\$0
Total Services & Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FACILITIES													
Rent/Lease/Mortgage													\$0
Grounds Maintenance													\$0
Maintenance & Repair													\$0
Utilities													\$0
Fire Safety and Compliance													\$0
													\$0
													\$0
Total Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(C) TOTAL DISBURSEMENTS	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$777,864	\$114,910
CONTINGENCY FUND													\$0
(D) NET REVENUE	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	\$1,093	#####
ENDING CASH (A+D)	\$1,093	\$2,186	\$3,280	\$4,373	\$5,466	\$6,559	\$7,652	\$8,745	\$9,839	\$10,932	\$12,025	\$13,118	

CASH FLOW PROJECTIONS-YEAR 1													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	\$13,118	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin f	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PerPupil	\$8,577	\$8,577	\$8,577	\$8,544	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$102,891
DCSD	#####	\$779,842	\$779,842	\$779,842	\$779,842	\$779,842	\$779,842	\$779,842	\$779,842	\$779,842	\$779,842	\$779,842	#####
PCMS Foundation	\$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
CV Classic	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
PerPupil supplies	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$21,612
													\$0
													\$0
													\$0
													\$0
(B) Total Receipts	#####	\$796,470	\$796,470	\$796,437	\$796,470	\$796,470	\$796,470	\$796,470	\$796,470	\$796,470	\$796,470	\$796,470	#####

Peachtree Charter Middle School

Cash Disbursements:														
PERSONNEL														
Principal	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$93,298
Social Services (Social Worker/Counselor/Nurse)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Technology Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teachers	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	\$600,046	#####
Arts/PE/Comp Sci	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$35,760	\$429,120
Athletics/Extracurricular Coaches	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
Guidance Counselor	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$177,982
Special Education Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Assistant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Business manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$197,637
Food Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Retirement Benefits	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	#####
Health Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FICA	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Payroll Expenses/Taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
														\$0
														\$0
Total Personnel	\$776,058	#####												

INSTRUCTION														
Textbooks														\$0
Classroom Supplies	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$21,612
Computers														\$0
Software														\$0
Field Trips														\$0
Instructional Equipment														\$0
Library and Media Center														\$0
Student Assessment														\$0
Classroom Furniture														\$0
PE Equipment														\$0
Art Supplies														\$0
														\$0
														\$0
Total Instruction	\$1,801	\$21,612												

CASH FLOW PROJECTIONS-YEAR 1													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
SERVICES & SUPPLIES													
Student Uniforms													\$0
Athletic Program													\$0
Office Supplies													\$0
Office Furniture													\$0
Office Computers & Software													\$0
Printing and Copy Services													\$0
Postage and Shipping													\$0
Bookkeeping													\$0
Audit													\$0
Payroll Services													\$0
Banking Fees													\$0
Legal Services													\$0
Liability & Property Insurance													\$0
Staff Development													\$0
Special Education													\$0
Health Services													\$0
Staff Recruitment													\$0
Student Recruitment													\$0
Tech Support													\$0
Phone/Internet Service													\$0
Food Service													\$0
Transportation													\$0
Health Supplies													\$0
Pest Control													\$0
Janitorial Supplies & Services													\$0
Waste Disposal													\$0
Marketing													\$0
													\$0
													\$0
Total Services & Supplies	\$0												

Peachtree Charter Middle School

FACILITIES												
Rent/Lease/Mortgage												\$0
Grounds Maintenance												\$0
Maintenance & Repair												\$0
Utilities												\$0
Fire Safety and Compliance												\$0
												\$0
												\$0
Total Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(C) TOTAL DISBURSEMENTS	\$777,859	\$777,859	\$777,859	\$777,859	\$777,859	\$777,859	\$777,859	\$777,859	\$777,859	\$777,859	\$777,859	#####
CONTINGENCY FUND	\$0	\$0	\$0	\$0								\$0
(D) NET REVENUE (B-C)	#####	\$18,612	\$18,612	\$18,579	\$18,612	\$18,612	\$18,612	\$18,612	\$18,612	\$18,612	\$18,612	#####
ENDING CASH (A+D)	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####

CASH FLOW PROJECTIONS-YEAR 2													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin f	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
PerPupil	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$8,577	\$102,924
DCSD	\$788,175	\$788,175	\$788,175	\$788,175	#####	\$788,175	\$788,175	\$788,175	\$788,175	\$788,175	\$788,175	\$788,175	#####
PCMS Foundation	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$6,250	\$75,000
CV Classic	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
PerPupil supplies	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$21,612
													\$0
													\$0
													\$0
													\$0
(B) Total Receipts	\$806,053	\$806,053	\$806,053	\$806,053	#####	\$806,053	\$806,053	\$806,053	\$806,053	\$806,053	\$806,053	\$806,053	#####

CASH FLOW PROJECTIONS-YEAR 2													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Cash Disbursements:													
PERSONNEL													
Principal	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$7,775	\$93,298
Social Services (Social Worker/Counselor/Nurse)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Technology Support	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Teachers	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	\$609,207	#####
Arts/PE/Comp Sci	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$36,593	\$439,120
Athletics/Extracurricular Coaches	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$15,000
Guidance Counselor	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$14,832	\$177,982
Special Education Teacher	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Office Assistant	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Business manager	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Maintenance	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$16,470	\$197,637
Food Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Retirement Benefits	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	\$99,926	#####
Health Benefits	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FICA	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Payroll Expenses/Taxes	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$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	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	\$786,052	#####

INSTRUCTION													
Textbooks													\$0
Classroom Supplies	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$21,612
Computers													\$0
Software													\$0
Field Trips													\$0
Instructional Equipment													\$0
Library and Media Center													\$0
Student Assessment													\$0
Classroom Furniture													\$0
PE Equipment													\$0
Art Supplies													\$0
work study													\$0
Out of state field study													\$0
													\$0
Total Instruction	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$1,801	\$21,612

Peachtree Charter Middle School

SERVICES & SUPPLIES													
Student Uniforms													\$0
Athletic Program													\$0
Office Supplies													\$0
Office Furniture													\$0
Office Computers & Software													\$0
Printing and Copy Services													\$0
Postage and Shipping													\$0
Bookkeeping													\$0
Audit													\$0
Payroll Services													\$0
Banking Fees													\$0
Legal Services													\$0
Liability & Property Insurance													\$0
Staff Development													\$0
Special Education													\$0
Health Services													\$0
Staff Recruitment													\$0
Student Recruitment													\$0
Tech Support													\$0
Phone/Internet Service													\$0
Food Service													\$0
Transportation													\$0
Health Supplies													\$0
Pest Control													\$0
Janitorial Supplies & Services													\$0
Waste Disposal													\$0
Marketing													\$0
													\$0
													\$0
Total Services & Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FACILITIES													
Rent/Lease/Mortgage													\$0
Grounds Maintenance													\$0
Maintenance & Repair													\$0
Utilities													\$0
Fire Safety and Compliance													\$0
													\$0
													\$0
Total Facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

(C) TOTAL DISBURSEMENTS	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	\$787,853	#####
CONTINGENCY FUND	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
(D) NET REVENUE (B-C)	\$18,200	\$18,200	\$18,200	\$18,200	#####	\$18,200	\$18,200	\$18,200	\$18,200	\$18,200	\$18,200	\$18,200	#####
ENDING CASH (A+D)	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####

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.?	NO	NO	NO			

APPENDIX Q – Handbooks – Faculty and Parent/Student

Faculty

Peachtree Charter Middle School

Faculty Handbook

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The faculty handbook will be modified as policies and procedures are amended by DCSD, PCMS administration, or PCMS charter.

Peachtree Charter Middle School

Peachtree Charter Middle School

4664 North Peachtree Road

Dunwoody, Georgia 30338

Main Office	678-676-7702
Information Line	678-676-7700
Counseling Office	678-676-7726
24-Hour Absentee Reporting	678-874-7827
Webconnect	https://subfinder.dekalb.k12.ga.us/webconnect/login
Attendance Office	678-676-7711
Fax	678-676-7710

School Website

www.peachtreechartermiddleschool.org

WELCOME

Welcome to Peachtree Charter Middle School! This notebook has been designed to be used as a resource. As needed, refer to the teacher roster, administrators' responsibilities, and forms. The notebook is useful for filing your weekly memos and other pertinent information you will receive during the school year. You will be responsible for returning this notebook at the end of the year.

DESCRIPTION

Peachtree Charter Middle is a DeKalb County School and houses sixth, seventh, and eighth grades. Classes are in session from 8:50 AM to 3:55 PM, seven periods per day. Peachtree Middle offers courses in the core subjects (language arts, math, science, social studies, reading, world language, full-year band, chorus, and strings) as well as nine weeks of connections courses such as physical education, health, art, computer, and technology education. Peachtree Charter Middle School is accredited by the State of Georgia and the Southern Association of Colleges and Schools.

LOCATION

Peachtree Charter Middle School is located in north DeKalb County on North Peachtree Road.

FEEDER SCHOOLS

Peachtree Middle receives students from the following elementary schools: Austin Elementary, Chesnut Elementary, Vanderlyn Elementary, Dunwoody Elementary, Hightower Elementary, and Kingsley Charter

Peachtree Charter Middle School

Elementary. Students from schools outside of the Peachtree attendance zone are chosen through the lottery process.

MISSION STATEMENT

DeKalb County School System

THE MISSION OF THE DEKALB COUNTY SCHOOL DISTRICT IS TO FORM A COLLABORATIVE EFFORT BETWEEN HOME AND SCHOOL THAT MAXIMIZES STUDENTS' SOCIAL AND ACADEMIC POTENTIAL PREPARING THEM TO COMPETE IN A GLOBAL SOCIETY.

Peachtree Charter Middle School

Through a spirit of teamwork, Peachtree Charter Middle School supports students in realizing their academic and personal dreams.

MOTTO

TEAMWORK MAKES THE DREAM WORK!

Goals

- a. To increase reading comprehension in grades 6 through 8
- b. To increase mathematical abilities in grades 6 through 8
- c. To improve students’ and teachers’ ability to use technology effectively and appropriately
- d. To develop a more positive school climate through school-wide discipline, character education, and by developing intercultural awareness to enhance the academic environment
- e. To continue to promote parental and community involvement Performance Objectives:

COLORS

Red, White and Blue

MASCOT

Patriot

ADMINISTRATIVE TEAM

Mr. Heptinstall	Principal
Dr. Conner	Assistant Principal Instruction
Ms. Effatt	Assistant Principal 6 th Grade
Mr. Edwards	Assistant Principal 7 th Grade
Mr. Shrader	Assistant Principal 8 th Grade

COUNSELING DEPARTMENT

- Ms. Poh 6th grade/Head Counselor
- Ms. Matthews 8th grade
- Mr. Anthony 7th grade

A. LOCAL SCHOOL PROCEDURES

1. Teachers’ Work Hours

The DeKalb County Board of Education has established an eight-hour workday for full-time professional employees. Teachers are to arrive at school no later than 8:10 a.m. and should be at their homeroom or duty assignments by 8:15 a.m.

Teachers may be assigned duties beyond the eight-hour workday. These assignments include scheduled and called meetings at the local and district level, all supplemented activities, and specific duty assignments. Teachers should be available in the afternoons until 4:10 p.m.

2. Sign In/Out

Teachers and staff must sign in each day by **8:10 a.m.** via the SchoolCheck IN system located in the Main Office. **This system is used for payroll records!**

3. Special Situations Departure

Should a situation arise that necessitates a teacher leaving the school campus during the school day for period of time no greater than one hour, teachers **are required to contact an administrator** and document their departure and return times on the sign out/in form located in the mailroom. Write the initials of the approving administrator in the appropriate column.

4. Dress/Image

Good taste in the choice of professional clothing attire and grooming helps greatly to set the proper tone of a good school. In every respect, being a positive role model for students is expected.

Staff members are expected to exercise professional discretion regarding proper dress, posture, voice, choice of words and acceptable manners.

- Professional dress includes, but is not limited to the following:
 - Business suits/pant suits
 - Dresses or skirts with blouses or sweaters
 - Dress pants or khakis
 - Appropriate blouses, shirts, knit tops, or sweaters
 - Tops may have sleeves or be sleeveless; area between the neck and shoulder must be covered
 - Capri length pants are acceptable
 - Collared shirts with or without ties
 - Attire in accordance with the environmental requirements for specific job assignments
 - Professional, safe, and non-distracting footwear
 - Gentlemen's shirts are to be tucked in at all times (only exception is for PE teachers).

Unprofessional Dress includes, but is not limited to the following:

- Sweat pants, wind suits, or shorts (unless teaching physical education)

- Flip flops, **between-the-toe shoes without heels**, bedroom shoes, or other footwear that interferes with freedom of movement
- Attire that is short, tight, or revealing
- Clothing that allows undergarments to be exposed
- Clothing that promotes alcoholic beverages, tobacco, or the use of controlled substances
- Clothing that contains profanity or nudity, depicts violence, or is sexual in nature
- Clothing or jewelry that creates a disruption in the school environment or poses a threat to the safety and well-being of students or staff
- No Jeans or Denim Pants (regardless of color)
- No visible tatoos.

Spirit Day is every Friday for the faculty. Teachers may wear jeans and a PCMS spirit top. Teacher workdays are opportunities to “dress down” as long as it is considered appropriate dress for the workplace.

For security purposes, all school employees are **required** to wear county ID badges while on duty during the normal workday.

Teachers are reminded of proper behavior/interaction with students. DO NOT TOUCH students in any manner that could be seen as sexual, harassing or injurious. Never be in the presence of students or parents if you have consumed any alcoholic beverage. Speak to your student(s) as you would wish a teacher to speak to your child. Avoid sarcasm.

5. Classroom Security

Each teacher is expected to close and lock all windows in the classroom upon leaving school. Venetian blinds should be lowered to the windowsill at the end of the day. The classroom door should be locked at the end of the day as well as when the room is not in use during the day.

6. Attendance at Meetings

Teachers are required to attend faculty, team, grade level, inservice meetings, departmental, TalkTeam, and action team meetings. Faculty meetings will be held in the Media Center the second Wednesday morning of each month. Teachers should not plan activities or make appointments on Wednesday mornings that would conflict with the official meeting schedule. Action Team meeting dates will be announced by each Action Team. If for any reason a teacher cannot be present at a staff meeting, prior approval by the principal is necessary. The staff member is expected to follow-up for details presented at the meeting. Not attending a meeting is not an excuse for policy or procedural violations. Supplemented staff with duties supervising children have excused absences for such meetings, but are responsible for obtaining the information. In every respect being a positive role model means attentiveness is necessary. Do not bring papers or other materials to work on during the meetings.

7. Grade level Meetings and PLC

Grade level and PLC meetings will be held the **third** Wednesday of each month during the common planning periods. Grade level teachers are required to attend these meetings. The grade level meetings will be conducted by the Assistant Principal for that grade level.

6th grade 9:00-Room 629

7th grade 11:00-Room 728

8th grade 3:00-Room 828

Connections 1:00-762

8. Action Teams

Certified Staff **MUST** actively participate on an Action Team. Non-certified staff, parents and community members are encouraged to join an Action Team. Action Team members must be present for a minimum of one half of the meeting to be credited with having attended. At minimum: one member of each Action Team shall be a parent/guardian and one a faculty or staff member. Faculty, staff, and parents are given the opportunity to select the Action Team of their choice. However, the Executive Council may ask individuals to join certain Action Teams to ensure a balance. Parents and Staff members are encouraged to attend and offer their views and comments at Action Team meetings at any time. In order to maintain an agenda, however, any member or non-member who would like to present issues (which lie within Action Team jurisdiction) are asked to contact the Action Team Chairperson prior to the meeting. The Action Team Chairperson will either place the issue on the agenda for the next meeting or redirect the issue to the appropriate entity (Executive Council).

The members of each Action Team will plan meeting times that accommodate their schedules.

The following Action Teams will meet regularly as designated by the Executive Council, with additional meetings as necessary, to ensure that the Charter and school improvement plans are implemented. The Action Teams minutes shall be maintained in the media center and a brief report shall be presented at the Executive Council meeting by the Council Liaison for each Team.

Structure

- Curriculum & Instruction
- Family and Community Relations
- Facilities & Equipment
- Finance
- School Climate
- Other ad hoc teams as necessary
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9. Content Grade Level Meetings

Teachers of the same content and grade level will meet the 1st, 2nd, and 4th Wednesday for common planning. These meetings will be documented on the content grade level minutes sheet. Minutes will be given to grade level administrator.

10. Assemblies

Teachers are required to attend assemblies with their classes. Each teacher has supervisory responsibilities in that area of the gym where his/her students are seated or where assigned by the principal. Assemblies are not scheduled to provide an additional free period. It is extremely difficult to maintain proper control over large groups of students unless teachers are present at the assembly and seated among the students.

11. Confidentiality

Information shared with the faculty by administrators, counselors, or other teachers concerning students and/or procedures for dealing with school problems is confidential and should be treated in that manner. In fact, the law requires this in many instances. Please refrain from discussing students, parents, and the sharing of sensitive material in hallways, lounge, workroom, and the community at large, and other public places. If unsure about an issue, please go directly to the person in charge. Gossip destroys an organization.

12. Teacher Mailboxes

Teacher mailboxes are located in the teacher workroom and should be checked at the beginning and end of each school day for mail and/or messages.

13. Use of Telephone

Do not leave your classroom unattended to make phone calls. Please refrain from displaying and using cell phones in front of students. If a parent needs to be called immediately, please step into the hallway. Teachers needing to make a long distance call at school must place it from the principal's office. **NO THIRD PARTY CALLS.** The District has placed a block on 3rd party calls.

The use of telephone extensions in the building are expected to exercise care to see that telephone service is not abused by individuals using it purely for their own convenience and pleasure.

- Instrument must remain connected and secured at all times.
- Local call code is not to be shared with students and/or unauthorized users
- Teachers may opt to have students call from the classroom in case of an emergency. However, inform the parent that the call was made from the classroom and not the attendance office.
- Teachers are strongly encouraged to record a voice-mail message DAILY with assignments and messages for parents to access. This message should be coordinated with the teacher's web page.
- Check voicemail a minimum of twice daily
- All directory assistance will be billed to the teacher
- No unauthorized long distance calls
- Include your voicemail number on your web page and syllabus
- Upon absence, give an alternate number to call for assistance and then state the dates that you will be away
- Understand that call tracking is part of the system and the system monitors all inbound and outbound calls
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14. Master Calendar

The master calendar for the year will be kept in the front office and posted in the Little Red School house on FirstClass. Before Ms. Sellers can place an item on the calendar, it must be approved by the principal.

Please complete the event request form and submit the form to Ms. Sellers at least **four weeks** in advance of the event. Space is allocated on a first come first serve basis.

15. Public Address System

The use of the public address system is limited to the announcement period. The system may not be used by teachers, secretaries, or students without the approval of the principal. Special announcements of an emergency nature must be approved by the principal.

16. Sunshine or Teacher Fund

The sunshine fund exists to provide support, congratulatory messages, etc. to staff members and friends of Peachtree. Each staff member is requested to contribute \$20 to this fund.

17. Teacher Workdays

Teacher workdays are regular eight-hour workdays. No athletic practice may be held without permission during the regular teacher workday. Children of faculty and staff members are not permitted on campus during the teacher workdays. Please see the principal in the event of a hardship case.

18. Hall Posters, Signs, Etc.

An administrator must approve all posters and signs before being posted. Approved material may be placed in the appropriate bulletin board or on the walls subject to these restrictions:

- May be placed on cork boards or cork strips, not the painted portion
- May not be put on any door or window
- May not be hung from the ceiling except flush with the wall
- Sponsors and student officers are responsible for taking down all posters, signs, and other items put on the walls at the end of an activity.
- Grades are not to be posted on the walls or doors at any time.

19. Lunch Procedures

- Each teacher will escort his or her class to the cafeteria daily.
- All classes will be seated by teams in assigned areas. (See seating assignment.)
- All team teachers must supervise and monitor their respective team during the lunch period. Proximity is the key to supervision. It helps to maintain order when teachers sit among the students.
- It is strongly recommended that students sit with their assigned teacher until the first nine weeks. After that time period, teachers/teams have the discretion to allow students to sit within the team's assigned tables.
- All teams are to arrive and be dismissed at the times instructed.
- All teams should select student monitors to ensure that the area is left as clean as possible.
- Tables should be dismissed one at a time to ensure cleanliness of the area.
- Students are not to leave the cafeteria unless permission has been granted by the team teacher in the cafeteria. Teachers must issue passes.

20. Teacher Absences

Teachers are required to report all absences in the SubFinder System by phone or WebConnect before 6:30 am on the day of the absence. Upon return from an absence teachers are required to complete the statement of leave form and return the form to Ms. Parson, Bookkeeper, by 8:15. Failure to submit the statement of leave within 48 hours could result in deduction of pay.

Phone System (678) 874-7827

WebConnect <https://subfinder.dekalb.k12.ga.us/webconnect/login/login.asp>

21. Teacher Accidents

Teacher accidents should be reported immediately to the principal even if there is no apparent need for treatment. An unreported accident may prevent payment for later treatment by Workman's Compensation. Accident reports are necessary.

B. PROGRAM OF TEACHER SUPERVISION

Each administrator has been given a number one priority, which is the function of assisting and supervising classroom teachers for the purpose of improving and supporting instruction. Each teacher will be evaluated using the Teacher Keys Effectiveness System (TKES).

1. Classroom Observation

- The principal or designee is responsible for providing an orientation or update for all teachers who will be evaluated using TKES.
- A pre-evaluation conference is not required, but one may be conducted at the request of either the teacher or the evaluator.
- The standard teacher evaluation in Georgia will consist of two Formative Assessments, four Walk-Throughs, and a Summative Assessment which will be recorded on the Teacher Assessment on Performance Standards (TAPS) via the State Longitudinal Data System (SLDS). Additionally, teachers will be evaluated by student survey, and academic achievement or student learned objectives.

2. Personnel Records

a. Personnel File

A personnel file will be maintained in the Department of Personnel, as well as in the local school, for each staff member.

b. Due Process

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.

C. Curriculum/ Instruction

1. Course of Study

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A student's schedule is determined by the required subjects and appropriate electives in the student's grade level. Peachtree Charter Middle School offers a variety of courses in the academic, business, vocational, and fine arts areas. Courses are taught on the general, high achiever, and gifted levels. Teachers are required by law to teach the Georgia Performance Standards (GPS) and the entire curriculum. The GPS are the minimum requirements. Teachers are encouraged to enrich the curriculum as needed.

A complete listing of course offerings may be secured in the counseling center, and content-specific information may be obtained through the appropriate department chair.

2. Annual Registration and Scheduling

- a. Peachtree Charter Middle School, as all DeKalb County schools, operates on the semester system or course selection and grading and an annual system of registration and scheduling. This process provides continuity in student-teacher relations and increased time on task as well as assisting students to meet the academic structure of their selected diplomas.
- b. These course selections will be made by the student, parent/guardian, and the counselor using the recommendations from the student's current teachers, test data, and other information.
- c. After the scheduling process is completed, the school develops a master schedule for all areas of the curriculum. This master schedule is designed to accommodate the student's class schedule, to utilize all available classroom space and to assign teachers.
- d. The school reserves the right to place each student in a class schedule based on enrollment figures, requirements of class size and teacher allocation.
- e. Requests from students for schedule changes must be in accordance with established policies.

In order to allow the students to progress from one grade level to another and to accumulate credits at the prescribed rate, and to meet all standards of accreditation, schedules will be designed in accordance with the following procedures:

a. Daily Schedule

All students will be scheduled in five core classes, connections, PE (Health), reading, or World Language.

b. Modified Schedule

A student may be approved for a modified schedule (less than seven subjects) by the principal only. This will be done when valid medical reasons prohibit the student from regular full time attendance. A doctor's note is required.

c. Teacher-initiated Schedule Changes

A teacher may recommend a level change for a student after talking to the counselor. All schedule changes should meet the school systems' schedule change policies. In addition, no change should occur without the knowledge of the parent. The teacher's recommendation should be based on the appropriate standardized test score and classroom performance.

3. Textbooks

- **Each teacher shall be responsible for issuing textbooks to students using the scanner and bar codes to record the textbook in the SIS system.**
- In the event a student loses or damages a textbook, the student shall be held responsible for the payment of the book. Teachers should phone the parent to notify them of the issue. Payment should be made directly to the registrar. Refer to Discipline Brochure for Board Policy on lost textbooks.
- Teachers must allow the student to use a book in the class. Please work with the student to secure payment for the lost textbook. If the student does not bring the money, then it is the teacher's responsibility to contact the parent and make the parent aware of the textbook situation. If a student is unable or unwilling to pay for the book, please refer the student to the grade level administrator.

Georgia Performance Standards and Instructional Guides

Instructional guides are developed cooperatively by teachers and instructional coordinators. A guide defines the general framework and content outline for a course. Lesson planning and instruction must be in accordance with the instructional guide. Please check the the Curriculum Center located on the First Class desktop.

4. Lesson Plans

Lesson planning is essential for good teaching. Lesson plans shall be developed by each teacher. The plans shall be developed on a daily and semester basis. These plans should be completed at least one week in advance. **The weekly lesson plan must be posted to the teacher's website each Monday by 8:00 AM.** PCMS will utilize the Three Part Lesson Plan (Opening, Work Session and Closing) and should consist of the following:

1. Common Core GPS Standards/Elements
2. Materials
3. Content
4. Methods
5. Evaluation
6. Differentiation

Daily lesson plans should be made available, upon request, to an administrator or department chair. It is a DeKalb County Board of Education policy that all teachers develop short and long range instructional lesson plans in writing.

LESSON PLAN CHECKLIST for Weekly plans

- daily sponge activity
- standard to be written on board (no standard numbers)—must correlate to Georgia Standards of Excellence
- videos/titles (PG or G only) and must be approved by the grade level AP
- highlight outside materials to be used
- differentiation based on students' abilities

- evaluation (Formative and Summative)
- emphasize higher order thinking in questioning and test items
- require students to write the key word/main topic for each day in their agenda
- include homework assignment in plans
- remediation plan for the week
- Class profile
- standardized test scores
- special education (resource, gifted)
- individualized needs based on test scores
- individualized needs based on special education
- 504 plans
- Marzano's High Yield Strategies

Remember the middle school concept and effective teaching practices, i.e. hands-on activities, cooperative learning, projects, alternative assessments, tasks from the CIAPL Frameworks, High Yield Strategies, etc. **Don't use dittos daily.**

Emergency Lesson Plan Binder

Each teacher will create and maintain an emergency lesson plan binder. The binder should contain at least three days of emergency lesson plans in the event of unanticipated absences.

The binder shall remain on the teachers' desk and contain the following items:

- a. Current class rosters for attendance
- b. Seating chart
- c. Any duty assignments
- d. Any student emergency or medical information (504 plans)
- e. Fire/Tornado drill procedures
- f. Lockdown procedures
- g. Emergency lesson plans (three days) - Instructional guides must be kept nearby.

5. Syllabus

Each teacher shall develop a course syllabus in accordance with guidelines set forth by the grade level teachers and Department Chairs for your content area. A copy should be kept in the binder for lesson plans and posted on the teacher website. The course syllabus sets forth the standards for the semester, the materials to be used, the content to be covered, special assignments, grading procedure, and special expectations for your classroom. The course syllabus must be in agreement with the common syllabus for your subject. Grading procedures and weighting of short-term and long-term assignments must be in agreement with the common syllabus for your subject.

6. Faculty Websites

Each certified faculty member will create and maintain an accurate school website. The purpose of the website is to increase communication between the school and home. Each website will be

linked to the PCMS main website. The website will include course syllabus, current lesson plans, and any other information the teacher deems appropriate for the site.

7. Final Examinations

Each teacher is required to give a final examination. No student may be exempt from a final examination. The final examination will be weighted as ten (10) percent of the semester's final grade average. No final examination may be given early without the grade level assistant principal's approval. General and advanced level students will be given comprehensive exams.

Note: Do not schedule any tests or significant work over religious holidays.

8. Major Test Schedule

Major test days are assigned to each department. In order to provide for a more orderly implementation of the instructional evaluation of student progress and to guard against overloading the student on any given day, teachers are obligated to follow this schedule:

Monday: Social Studies, World Languages, Business, Art, & Music

Tuesday: Science, Language Arts, Technology

Wednesday: Mathematics, World Languages, PE, Music

Thursday: Social Studies, Science, Business, Art

Friday: Mathematics, Language Arts, Technology, PE

All teams are required to keep an instructional master calendar through First Class.

9. Academic Grades

Teachers are required to post at least one grade per week. A report of the academic progress of a student is issued every 4 ½ weeks during the semester. The DeKalb County Grading Scale for academic progress is as follows:

All final grades are recorded in numerical form.

A 90-100 B 80-89 C 71-79 D 70 F 69 and below

Passing mark is 70 and above.

HONOR ROLL REQUIREMENTS

Principal's List--4.0 GPA and No unsatisfactory conduct grades

Honor Roll--3.5 GPA and No unsatisfactory conduct grades

In order to award an "F" in any subject a teacher must have documentation of parent communication. Also, a "Plan of Remediation" must also have been reviewed and signed by parent or guardian and developed within a time frame that allows success. A student's academic grade is based entirely upon the student's verbal and written responses to specific inquiries with the student having full knowledge that a grade is being awarded.

In classes where students of more than one level placement are enrolled, the teacher will adjust the work load and modify the grading procedures to meet the needs and abilities of the individual student.

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Conduct grades cannot be a part of or calculated in the academic grade. A conduct grade is given to each student for each class. Conduct grades are given according to the code:

- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

Teachers should contact parents prior to issuing N's and U's in order for that parent and student to have an opportunity to correct the conduct problem. There is no limit on how many times a parent should be contacted.

The teacher should exercise careful judgment in the awarding of conduct grades. A conduct grade is determined solely on the basis of the student's behavior, attitude and cooperation. As a general rule, a student should not be given an unsatisfactory conduct grade unless two or more of the criteria are met:

1. Teacher has informed the parent by telephone or conference of the nature of the problem. You must have made contact with the parent, leaving a voice message is not adequate. (This step is required.)
2. Teacher has had to take disciplinary action on several occasions which has been documented, ie citations.
3. Student has been referred to the assistant principal for disciplinary action after teacher action.
4. Extreme insubordination reported to the assistant principal will warrant an unsatisfactory conduct grade.

10. Infinite Campus

The accurate recording of student attendance is a critical part of each school day. Student attendance must be posted at the beginning of each class period each day. The accuracy of this report is crucial. **NEVER** allow a student to take attendance. This is the teacher's responsibility.

11. Progress Reports

Progress reports shall be issued every 4 ½ weeks. Each teacher who has a homeroom will receive progress reports from the registrar along with special instructions. The progress report should not be the only communication received by a parent.

12. Plan of Remediation

At any time during a semester when a student's progress is unsatisfactory, the teacher is **REQUIRED BY BOARD POLICY TO PREPARE A PLAN OF REMEDIATION STATING TASKS NECESSARY FOR THE STUDENT TO MAKE PROGRESS. A PARENT/TEACHER CONFERENCE OR TELEPHONE CALL IS REQUIRED TO EXPLAIN THE REASON FOR DIFFICULTIES AND TO DISCUSS THE REMEDIATION PLAN WHICH, IF FOLLOWED, WOULD ENHANCE THE PROBABILITY FOR THE STUDENT TO SUCCEED.**

Instructions for preparing plans for remediation are as follows:

- a. Teachers will prepare a Deficiency Report with Plan for Remediation for each student making unsatisfactory progress (D or F) filling in Item I, Reasons for the Unsatisfactory Progress, at the time progress reports are issued. Item II, Prescribed Plans of Objectives

and Tasks, will be completed in cooperation with parents who request a conference. This process is in addition to the Progress Reports.

- b. When no parent conference is requested during the first three days after the issue of progress reports, teachers will complete Item II, Prescribed Plan of Objectives and Tasks, review this document with the student and send the Deficiency Report with Plan for Remediation to the parents or guardian for their signature.
- c. The Plan for Remediation form should be used to notify parents as soon as it becomes apparent to a teacher that the student is making unsatisfactory progress. Such prompt involvement of parents may greatly reduce the task of 4 ½ weeks reporting and reduce the number of students failing.
- d. Requested conferences should be held as soon as possible. Conferences can be held in the morning before classes begin, during the teacher's planning period, and after school.

13. Incomplete Grades

Incomplete grades are not to be given. Extenuating circumstances should be discussed with the assistant principal for instruction. A continuous progress grade for ESOL students may be given at the discretion of the teacher based upon professional judgment and the performance of students. Always consult the assistant principal of instruction, prior to assigning non-numerical grades.

14. Homework Assignments for Absent Students

It is highly recommended that all teachers utilize their web pages to post homework and/or major assignments. The number of excused absences determines the length of time the student has to make-up the academic work. Normal procedure is to allow one day make-up time for each day absent. Regardless of the length of absence, the maximum time for the completion of make-up work is ten (10) school days. Homework and make-up assignments are obtained through the counseling office for students who anticipate being absent for more than three (3) days. One day's notice is required to obtain these assignments. When students are absent for fewer than three days, they should see their teachers upon their return for any missed assignments. (It is suggested that students have the telephone number of a homework buddy from the beginning of the school year so they can call and get assignments to work on while they are at home.) It is the responsibility of the student to make arrangements with each teacher to make up work.

15. Conferences

Teachers should always remain professional and polite when interacting with parents and students. At no point should a teacher belittle a parent or child. In addition, a teacher can not tell a parent to have his/her child removed from his/her teacher's classroom. This behavior is a direct violation of the Ethics and Code of Conduct.

Parent/teacher conferences are encouraged and may be requested by students, parents, guardians, teachers, counselors and/or administrators. Teachers and/or team leaders will schedule and maintain a list of parent conferences during the school year and also for Conference Night. Three conference nights will be scheduled each year, two first semester and one second semester. The front office will schedule conferences only on the day of Conference Night. A list will be provided to each teacher at the end of the day, and a master list will be maintained in the front office. Parent(s)-Teacher(s) Conference Nights are contractual and teachers must attend. Staff must use the designated parent conference form and give the assistant principal a copy.

16. Field Trips

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Educational field trips have a proper place in the instructional program. Adequate supervision must be provided for groups of students who go on such trips. The student is required to bring a note signed by his parent or guardian giving permission for the student to go on the trip. Good behavior field trips will not be approved. NO FIELD TRIPS TO SIX FLAGS, UNDERGROUND ATLANTA, THE WORLD OF COCA-COLA, OR ZOO ATLANTA.

The following "windows" are available for field trips:

October 1 – April 15

FIELD TRIP PROCEDURES

All trips must be scheduled with a departure time after 9:00 am and return time before 1:30 pm

- a. Fill out a Fieldtrip Request/Permission form at least four weeks (20 school days) prior to the proposed trip. The Front Office Secretary has this form.
- b. Submit the form to the instructional assistant principal for approval.
- c. Once the trip is approved, run off enough copies of the Field Trip Request/Permission Form for all the students involved in the trip.
- d. Have each student get the permission form signed by his parent. Students should return the signed forms to you one week (5 school days) prior to the trip.
- e. Check with the front office secretary and/or bookkeeper for assistance in determining the cost of transportation.
- f. Make sure you check with the bookkeeper for correct receipting procedures if you are collecting money for the trip.
- g. Make sure you do not deny any student the right to attend a field trip on the basis of financial restrictions.
- h. Lunch breaks away from school are not to be planned during a field trip. Exceptions are to be discussed with the instructional assistant principal during the time of request.
- i. Classroom teachers should mark "SA" in Teacher Assistant if a student is listed on the field trip record and not in class. Students are not to be marked absent in the course in which the activity is scheduled.
- j. If a team will eat lunch off campus or will need sack lunches, please notify the cafeteria manager two weeks in advance of the trip.

17. Guest Speakers

Teachers may invite resource people to speak to their classes when it is felt that these people can make a significant contribution to a unit of study. Discretion must be used in inviting a speaker. A guest speaker request must be submitted to the grade level assistant principal five (5) days prior to a planned visit and always before the guest speaker has been scheduled.

18. Grade Appeals

When a grade is appealed, the decision to uphold or reject the appeal will be based on the following considerations:

- a. Was the grade calculated accurately and mathematically correct?

- b. Was the grade calculated in accordance with the course resume description?
- c. Was proper notice of the student's unsatisfactory or failing grade given to the parent with the remediation plan at mid-quarter or when the student's progress was determined to be unsatisfactory? There may be extenuating circumstances in this area.
- d. Teacher should provide principal with the following information:
 - Copy of grades and calculations
 - Copy of course resume
 - Copy of plan of remediation (if applicable)
 - Copy of student's work in question (if applicable)
 - Conference log copy
 - Parent's signature on the plan of remediation or date and time that the parent(s) was/were contacted via phone.

19. Cheating

When cheating occurs, the teacher will inform the grade level assistant principal.

The AP will determine the penalty, if any, for the infraction.

The following actions are considered to be cheating:

1. Using unauthorized materials in a test situation
2. Receiving unauthorized information on a test
3. Knowingly giving information in a test situation
4. The passing on of definite questions or answers to someone who has not taken the test
5. The turning in of work for credit that is not one's own
6. Plagiarism

20. Standardized Test review

The purpose of standardized test review is to encourage students to study for the test and provide the instructor with information to adjust instruction when needed. At no time should the standardized test review be placed in Infinite Campus.

21. Videos

Only videos checked out through GLRS at the Jim Cherry Center may be shown to a class.

D. SUPPORT SERVICES

1. Counseling Department

Peachtree Charter Middle School

The counseling department assists students in learning about themselves, the world of work, educational opportunities, the society in which they live, while helping the student to develop personal decision making competencies.

Peachtree Charter Middle School has three full-time counselors. They are assigned to specific teacher/student teams and they assist students in a variety of counseling services through classroom guidance, individual counseling and group guidance methods.

As a member of the teaching teams, the counseling department helps meet the academic needs of students such as success within the course subjects, registration of courses, providing an explanation of graduation requirements and information concerning educational and career goals.

The counseling staff assists the teaching teams in making schedule changes throughout the school year when they are necessary to individualize the instructional program for the student.

Counselors serve as members of the student support team and refer students when appropriate to other referral agencies or sources such as special education, psychological services, the school social worker, the reading specialist, and homebound instruction.

The counseling staff also assists students in meeting their affective needs at this time in their social and personal development by coordinating the mentoring and the peer helper programs, providing inservice for RAP, conducting classroom guidance units, and providing career education information.

2. Child Abuse

If a school staff member has cause to believe that a student is a victim of child abuse, he should report the information immediately to the student's counselor who will in turn notify the school social work department. The counseling department will notify the school's administration. Georgia Law (code 19- 7-5) designates that school personnel are required to report child abuse. It is essential that discretion and confidentiality be maintained in all instances of this nature.

3. Suicide Potentials

If a school staff member has cause to believe that a student is contemplating suicide or is exhibiting suicidal tendencies, he shall report the information immediately to the student's counselor. The counselor will notify the appropriate authorities. It is essential that discretion and confidentiality be maintained in all instances of this nature.

4. Media Center

The Media Center provides support for the informational and instructional needs and interests of students, teachers, and staff. The collection consists of over 16,000 print volumes, 1500 audio-visual items, internet access, and several electronic databases. The library is open daily from 7:30 a.m. to 3:45 p.m.. Wednesday afternoons after 3:30 are reserved for faculty meetings, and the center closes at 3:30 on Fridays.

What can we do for you?

Peachtree Charter Middle School

- Consultation
- Collaborate with you about student use of media, resources, and space.
- Provide copyright guidance and information.
- Develop bibliographies, pathfinders and reading lists.
- Provide orientation to Peachtree Media Center policies and procedures regarding the use of equipment, materials, and space for students and for teachers.

Student Services

- Provide group and individual instruction to your students in locating, using, and referencing sources. (Peachtree uses the MLA format.)
 - Support and promote student reading through individual reading guidance, the Booksharp reading incentive program, the Georgia Children's Book Awards Program, booktalks, read-alouds, and storytelling.
 - Assist you in instructing/managing students use of the media center and resources.
- Display students' work/projects, particularly those showing use of media resources.

Resources

- Develop the collection to meet curriculum needs and reading interests.
- Provide access to and maintain media equipment (i.e., video setups and overheads, powerpoint, Gateway Destination, laminating Press.)
- Facilitate access to resources outside the school: the Internet, Jim Cherry Teacher Center, GLRS, Fernbank, and community resources.
- Reserve materials for class projects for overnight or 3-days, and/or provide temporary materials for in-classroom use.

What do we need from you?

Promote appropriate library media use by students. (This includes respect for materials and for others using the center, timely return of materials, prompt payment for lost or damaged item, and encouraging students in reading and research.)

Plan for substitute teachers by: 1) Not allowing substitutes to send classes or groups of students to the media center -- our experience has shown this frequently results in limited productivity and it can be disruptive. 2) Reserving equipment and materials in advance and instructing substitutes about how to locate and use equipment and resources.

Check and return materials/equipment promptly to facilitate use by other faculty members Please note that all TV equipment must be returned by the end of the day and that county policy forbids students from moving television equipment.

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Your help in selecting/suggesting appropriate resources to be accessed through the media center is encouraged. Encouraging your students to make suggestions will also help us.

Peachtree Middle School has established guidelines to ensure adherence to federal and state laws, appropriate use guidelines, QBE requirements, and DeKalb School System requirements in adhering to copyright.

Unless copyright clearance or licensing is provided with materials, or has been obtained, there should be NO.....

- Duplication of cassette tapes.
- Narrating of entire stories onto audio tape.
- Reproduction of any audio-visual work in its entirety.
- Reproduction of journal or magazine articles for distribution to groups.
- Reproduction of musical works or conversion to other formats.
- Off-air taping except for those programs cleared for instructional use and so indicated by the local educational television channel. "Fair use" guidelines are to be followed.
- Reproduction of "masters" commercially produced.
- Reproduction of workbook pages.
- Use of rental tapes except in direct, face-to-face instruction in a classroom or area normally used for instruction.
- Conversion of one media format into another - e.g. sides or filmstrips to video.
- Showing videos as "reward," or charging admission.

E. ATTENDANCE

1. Daily Attendance

Attendance must be taken by each classroom teacher each day. The gradebook program will compile lists of students absent. Because of this it is most important that all teachers take roll every class period. Be careful in marking attendance as accuracy on these records is essential.

2. Absentee List/AWOL

Please contact the attendance office or the grade level assistant principal if you suspect that a student is AWOL from class. The attendance office will attempt to update attendance during the day as students check in and out. The office also receives telephone calls from parents regarding absences and will update records accordingly.

State law requires parents to write notes with the reason for a student's absence.

**** NOTES FROM PARENTS ARE NOT TO BE ACCEPTED BY TEACHERS.
REFER ALL ATTENDANCE RELATED CORRESPONDENCE TO THE
ATTENDANCE OFFICE.**

3. Attendance Office

The attendance office processes late arrivals and early departures. All students leaving the attendance office for class will be issued an appropriate pass. Also, a student going to the attendance office must have a pass from the teacher.

4. Releasing Students from Classes

Students will be expected to remain in their classes for the entire class period unless properly excused for a legitimate reason and issued a pass by the teacher. Students should not be released from class during the first and/or last fifteen minutes of class. Only one student should be released at a time.

5. Holding Students From Class

Teachers should never keep students after class for more than one minute. In no case should a student be kept out of another teacher's class or caused to be late to another teacher's class without prior written permission being granted by the teacher whose class is to be missed.

6. Withdrawal

To withdraw from Peachtree, a student should contact his counselor. The counselor verifies the intent of withdrawal with the student's parents. The counseling office secretary or registrar issues the student a withdrawal form which he takes to all of his teachers, the librarian, and the registrar. The withdrawal form is returned to the counseling office secretary or registrar. The registrar will mark the student as withdrawn on the data base which removes the student's name from your class roll/gradebook and notifies the teacher of the official withdrawal. No student will be taken off your class roll until they are officially withdrawn by the counseling office/registrar.

7. Class Attendance/Tardiness

Students are expected to be on time for every class. A student arriving to class after the tardy bell has rung will be considered tardy. Each teacher will handle tardies up to the third tardy per semester. On the fourth tardy, the student will be admitted to class and a disciplinary referral sent to the appropriate Assistant Principal. The student will be referred to the Counselor by the appropriate Assistant Principal. More than five tardies will be considered chronic.

8. Check-Ins

Any student arriving at school after 8:50 AM should report to the attendance office and sign in. A parent is requested to accompany students arriving at school after 8:50 AM. For a check-in to be excused, the parent must sign the student in. Parents who cannot accompany their student to school for check in purposes are requested to notify the attendance office (678) 676-7711 of the reason for and the approximate time of the check-in. The attendance office will issue an admit to class pass.

9. Check-Outs

Checking students out of school during the day is discouraged. However, if such a case should arise, any student leaving the school campus during the day must complete proper check-out procedures. Contact with the parent is required before the student may check-out. Students will not be allowed to leave campus alone or with anyone other than his parent or legal guardian without specific instructions from his parent/guardian. Any student leaving school without properly checking out will be considered truant. For students checking out of school because of illness, we strongly discourage allowing the student to walk home. Students who indicate a need to check out should be sent to the attendance office with a written pass.

10. Anticipated Absences

Requests for make-up consideration for absences pertaining to out-of-town trips should be submitted in writing to the grade level Assistant Principal well in advance of the anticipated absence. Approval will be based on the student's attendance record and other information as explained in the written request. Individual notes to teachers will not be accepted. Teachers will be notified by the Assistant Principal or attendance office of the anticipated absence and the disposition taken.

11. Class Attendance Records

Accurate and complete attendance records are to be kept in all classes. Attendance must be taken and marked each class period BY THE TEACHER. Stress the importance of daily attendance to all classes. If it is easy for students to miss class and still makes A's and B's, there will generally be a high absentee rate from that class. Students tend to value regular attendance to class if they know the teacher is going to be there and will have a full period of meaningful instruction. Teachers are expected to call parents when a student has missed one to three days of class to express concern. When a student has missed more than five days from a class, the teacher is to notify the attendance office. Students missing class because they are on a field trip, hearing a guest speaker, in Alternative Instruction, suspended out of school, or participating in any other approved alternate instructional activity are to be marked absent from class. The attendance office or the teacher are to update the record when information is received on the reason for the absence

12. Hall Passes

Written hall passes should be given to students who absolutely must leave the room during class time. This applies to all students for all reasons except accidents and severe illnesses. Proximity to locker, water fountain, or restroom has no bearing on the need for a hall pass. A unified pass system is to be used. A hall pass written for a student to go to the media center should indicate whether or not the student is to remain until the end of class or is to return to class after achieving a particular mission. For this reason, written passes only are to be issued to students going to the library. Passes should be collected when a student returns. Media center staff members will sign and mark the time a student is dismissed if it is before the bell rings to end a class.

13. Ill and Injured Students

In the event a student becomes ill or is injured while under your supervision, send the student (with a hall pass if time is not of essence) to the nurse or the attendance office for disposition. In every case of injury, an accident report must be filled out and submitted to the attendance office. Personal Injury Forms will be housed in the attendance office. When a student receives a severe or hard blow to the head, have someone accompany the student to the nurse or the attendance office for attention. Exercise good judgment in releasing students to the attendance office for illness reasons. If the student complains persistently about not feeling well, it probably would be a good idea to allow him to go to the nurse or the attendance office. Work it into your schedule to follow up on students you release from class for any reason.

14. Student Accidents

In case of an emergency or accident on school grounds or at a school activity involving students who, in the opinion of school authorities present, require medical attention by a physician, the following procedures will be used.

- a. The teacher will notify the attendance office immediately if during school hours.
- b. The attendance office will notify the parents.
- c. The parent will make the decision as to how the student will be transported and what physician or hospital to be used.
- d. If neither the parent nor the person designated by the parent to be notified in case of emergency can be reached, the principal or designee will make arrangements for transporting the student to the student's family physician or the hospital.
- e. A Personal Injury Form should be completed and given to the attendance office secretary.

- f. If an accident occurs after school hours, the teacher in charge will assume all responsibilities listed above and contact the principal as soon as possible.

F. DISCIPLINE

1. Classroom Control

One of the prime requisites of a good classroom learning atmosphere is good order. The teacher is charged with the responsibility of maintaining a level of student behavior in the classroom that is conducive to learning. No student is to be allowed to behave in a manner which will cause disruption or interference with the educational opportunities of his classmates. Teachers have the general supervisory responsibility to correct misbehavior of any student in all areas such as hallways, cafeteria, restrooms, grounds, etc., before and after school hours. Each teacher is expected to become thoroughly familiar with the Student Offenses and Discipline Procedures Brochure and to support discipline accordingly. In addition, each teacher should post individual class rules and regulations in their room.

Each teacher is expected to assume primary responsibility for classroom discipline. In dealing with students, teachers are expected to exercise those courtesies which students are required to show teachers. Occasionally, after the teacher has exhausted all reasonable means, it may be necessary to refer a student to the grade level assistant principal. A discipline referral should be completed and turned in to the office. With the exception of extreme situations, contact with the parent should have been transacted before a student is referred to the discipline office. The teacher should be able to substantiate all disciplinary measures previously taken. The handling of discipline problems should be firm but fair. Punishment can be backed as long as it is just, reasonable, and without malice.

Be concerned about classroom environment. A clean, organized, attractive classroom is conducive to good conduct on the part of the students. Rooms should be checked every period before students are dismissed. Desks should be emptied of trash and paper should be picked up from the floor. Student desks should be kept in an orderly arrangement and free of graffiti.

Students should not be allowed to sleep, put heads on desks, or assume other posture or position of inactivity or inattention. This type of behavior tends to minimize the importance of the class to the other students, and reflects adversely on the teacher's ability to stimulate an interest in the subject. Students should not be allowed to sit on the tops and/or backs of desks or tables.

Set standards early. Good classroom control is established during the first day--in fact, during the first minutes of class. Let the students know they are liked by cultivating a

rapport which is friendly but which demands respect. Learn names of students and get to know them personally.

Make disciplinary actions consistent, just, and constructive. Students respect predictable and consistent course of action that is firm. Actions which are deemed unacceptable by the teacher on Monday should also be unacceptable by the teacher on Friday. Try to avoid threats. Avoid group punishment.

2. Corporal Punishment

Corporal punishment will not be administered at Peachtree Charter Middle School. Do not touch the student by holding his arm or his shoulder or by grabbing him to make him pay attention to verbal commands. This does not, of course, include restraining action to break up a fight or protect another student.

3. Teacher Assigned Detention

A student may be assigned detention by a teacher. The student will be given two day's notice in order to arrange for a ride either to or from school depending on whether the detention is assigned for morning or afternoon. It is the teacher's responsibility to inform or call the parent of a morning or afternoon detention. Teachers must assign an alternate consequence for students with transportation issues. Each detention is to be for a minimum of 30 minutes. Some teachers' schedules allow them to give only a morning or an afternoon detention whereas others allow either/or assignments. The option is the teacher's. Students are expected to stay for a teacher's detention as assigned.

Note: A student is not punished by an administrator if the parent will not provide the transportation or make sure that the detention is served. There is no punishment for the child if the teacher did not contact the parent about the detention, in advance.

4. Discipline Brochure

Each student will be issued a discipline brochure and this brochure will be thoroughly explained to the student. The administration will see that the regulations are enforced and the proper discipline is administered. Each faculty member is expected to read and become thoroughly familiar with the discipline brochure. Students will be asked to sign for receipt of this brochure.

5. Student Dress

Dress and manners consistent with good judgment and accepted school practice will be expected and required of Peachtree Middle School students at all times. If a teacher notices a student who appears to be dressed inappropriately, then follow the established protocol set by the administration. Action by an administrator is far more effective than an argument between student(s) and teacher over dress.

Appropriate articles of clothing, neatness, and cleanliness are expected of all students at all times. Articles of clothing that tend to draw unfavorable attention, interfere with instruction, or threaten health or safety are not acceptable. Students must wear shoes at all times while on campus. Spandex shorts, halter tops, tank tops, shredded or holey clothing, flipflops or rubber thongs, hats, and sunglasses are unacceptable. Midriffs must not be visible. Articles of clothing decorated with obscene phrases, beer, alcohol, or tobacco comments; or any language that may be interpreted as abusive or vulgar will not be allowed. Shorts and miniskirts will be allowed only if they meet the minimum specifications of striking the student's leg three inches above the knee. This is a generous policy and, therefore, students must adhere rigidly to its intent. When a student fails to follow good taste and grooming, he or she will be asked to take the necessary corrective action.

6. Alternative Instruction

Only an administrator has the authority to suspend a student from a class or from the school. A student may be suspended for just cause from one to ten days.

Alternative Instruction (in-school suspension) is used as a device to remove students from the regular classroom in order to modify student behavior to meet the teacher's or school's goals. It is also designed to alleviate the undesirable behavior of the students who do not respond to normal techniques of classroom management. The punishment is social isolation.

Students will not lose attendance days from school while in Alternative Instruction although teachers will mark the student absent from their class. Students will be required to complete their regular academic assignments under close supervision.

Upon request, each teacher will provide all assignments and tests to the Alternative Instruction supervisor during the suspension period. Students will be confined to Alternative Instruction for periods varying from three to ten days. There will be no confinement for more than ten consecutive days.

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Students will be confined to the Alternative Instruction room for the entire school day. They will be required to report to this room upon arrival at school and before 8:10 AM. They will be required to leave the school campus at the end of the regular school day and will not be permitted to participate in extra-curricular activities during the period of suspension.

Students who do not successfully complete the Alternative Instruction program will be suspended out of school.

7. Drug/Substance Abuse

The principal shall take prompt and firm action in all drug/substance abuse situations occurring on the school campus.

Each employee of the DeKalb School District is directly accountable to his immediate administrative officer for drug abuse surveillance. Evidence of any nature concerning drug problems (including personal abuse, possession of illegal drugs, or selling of drugs) on school property must be presented to the principal or responsible administrator immediately. Failure on the part of an employee to report drug abuse evidence will constitute negligence of duty.

8. Out-of-School Suspension

From time to time it becomes necessary to suspend students from school for from one to ten days. When students are suspended out of school, they should be marked absent from class on the daily roll. Assignments will be obtained for students suspended more than three days by the third day of suspension. Assignments are due to the teacher upon the first day of the students return from suspension. Tests/quizzes must be made up within three days of the student's return from suspension. It is essential that the teacher gives worthwhile learning assignments that will be graded.

9. Book Bags

Students are not allowed to bring book bags, computer bags, or oversized bags to class. All book bags are to be stored in lockers upon the student's arrival at school. We encourage all students to store their book bags in their lockers. Athletics/Team practices are not a valid reason to deviate/change this rule.

G. FINANCE

Peachtree Charter Middle School

All funds handled by school personnel related in any way to the school program shall be subject to accounting and auditing. Generally, all expenditures from local school funds are restricted by the laws and regulations governing general school funds.

A. Budget

The principal is responsible for the preparation and development of a comprehensive school budget covering all aspects of the total school operation. This budget reflects input from each department as to instructional needs, supplies, equipment, etc. The allocation of monies in the per pupil budget is set by the DeKalb County Board of Education.

B. Collection and Deposit of Monies

1. No money shall be collected for any reason by any individual or school group without the knowledge and consent of the principal. Never encourage students to sell items within the community.
2. All money collected by classes, clubs or other school organizations must be promptly deposited in the appropriate school account. When depositing money, do not just "leave" money to be receipted. Wait for money to be counted and receipt written before leaving the bookkeeper's office.
3. No school group may have an account outside the school.
4. No money should be left in a classroom at any time.

C. Procedures for Requesting Disbursement

Reimbursement checks and vendor checks will be ready by Thursday of each week if principal's approval and all supporting documentation are in Ms. Parson's office by Tuesday, 12:00 noon. Prior approval, check request form, along with original receipts is **required**.

D. Collection of Fees and/or Other Moneys from Students

1. No teacher may collect money from students in the form of fees without written permission by the principal.

2. Purchase of workbooks and other instructional materials with money taken from students is prohibited. The principal may approve purchases of consumable supplies by students in such classes as homemaking, industrial arts, art, music, science, if supplies will be used and/or consumed by students in instructional activities.

E. Fund Raising

1. Procedures
 - a. All student organizations must be authorized by the principal and sponsored by a faculty member.
 - b. The program activities and budget of student organizations and classes must be approved by the principal. Requests for fund raising must be made in writing, and submitted to the principal for approval.
 - c. All funds collected must be accounted for through bookkeeping procedures prescribed by the comptroller of the DeKalb School System and the principal of the school. The bookkeeping procedures to be prescribed shall include receipts, deposits, issuance of checks, encumbrances, purchasing, etc.
 - d. All student organizational activities must be conducted on a voluntary basis and must not interfere or conflict with or detract from the instructional day.
 - e. Popularity contests, games of chance, raffles, and lotteries for school related fund raising purposes are prohibited.
 - f. The sale of products other than those listed on Item 2 below is prohibited.

2. Approved Activities for Fund Raising Purposes
 - a. Admission to school athletic, entertaining, or performing arts events.
 - b. Student publications (annual, annual snapshots, literary magazines, newspapers, etc.).
 - c. Authorized school organization membership dues.
 - d. Items produced by the students in conjunction with the instructional program and donated to an authorized school organization (art projects, Junior Achievements products, shop products, etc.
 - e. Concession stand stock, school spirit items, and programs.
 - f. Environmental management projects such as the collection of paper, glass, and aluminum to be recycled.
 - g. Services (i.e., car wash, babysitting). Car washing shall not be held on school property or involve the use of water metered through a school facility.
 - h. Ads for school publications under the following conditions:

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1. Advertising for the following is prohibited:
 - a. Tobacco products
 - b. Items of which the sale to minors is prohibited by law
 - c. Pornography
 - d. Any material or activity which is denigrating or scurrilously attacks individuals or ethnic, religious, or racial groups, whether within or without the school, publications or activities which contain obscenities or pornography or which aim at creating hostility and violence, or similar materials or activities
2. All advertising must be non-political and non-sectarian in nature.
3. All advertising must be in good taste and reflect the values of the community.
 - a. Admissions to productions by student, professional, or semi-professional groups given outside of the school (at a time that does not conflict with the instruction hours).
3. Parent Auxiliary Support Groups (P.T.C.C., Foundation, Band/Orchestra Booster Clubs, etc.)
 - a. The organization must be authorized by the principal and exist to enhance the curriculum goals of the school.
 - b. The organization's program of activities and budget must be planned in conjunction with and approved by the principal.
 - c. Activities shall not conflict with or detract from the instructional hours.
 - d. Popularity contests, games of chance, raffles, and lotteries for school-related fund raising purposes are prohibited.
 - e. All items purchased for use by the students and/or faculty become the property of the DeKalb County Board of Education
 - f. Advertising by parent auxiliary support groups shall conform to the school system's policy on advertising.
 - g. Deficit financing and deferred payments must be vigorously discouraged.

F. Inventory

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The principal is responsible for developing and maintaining an efficient system of inventory control. This responsibility is largely delegated to the department chair who work in conjunction with the bookkeeper to maintain accountability of purchases. All items, other than consumable supplies and materials, will be properly receipted and entered on the official school inventory. Items costing less than \$500.00 are not listed on the inventory. All personal equipment items should be clearly labeled "Property of".

G. Advertising

No commercial advertising is permitted in the school. This pertains to all commercial products and all activities other than those sponsored by the school. The only exception is the telephone advertisement approved by the DeKalb County Board of Education.

PLANT OPERATIONS

A. Good Housekeeping/Security

Each teacher is responsible for maintaining a reasonably clean and orderly classroom conducive to a good learning atmosphere.

Teachers are responsible for the furniture in their classrooms. Students should not be allowed to sit on desk tops or table tops. At the end of each class period, students are expected to ready the classroom for the arrival of the next class. The floor and desks should be double checked for cleanliness by the students at the end of the last period of the school day. Classroom furniture should be cleaned of student graffiti periodically. Remember, absolutely no chewing gum will be allowed during the school day at Peachtree. Teachers should see that the windows and blinds are closed at the end of each day. No teacher should leave the room or the vicinity of the room without locking the door. Lights should be turned off when the room is not in use.

TAPE IS NOT TO BE STUCK TO ANY PAINTED SURFACE INSIDE OR OUTSIDE THE BUILDING. TAPE IS NOT TO BE STUCK TO PLEXIGLASS PANES IN DOORS OR WINDOWS.

Additionally, plexiglass should not be cleaned with cleaners containing ammonia. Ammonia causes discoloration. Plain water or alcohol work very well for cleaning plexiglass.

Extension cords may not be used in classrooms nor may flammable liquids be stored inside the classroom.

As needed repairs are noticed, please report them to the principal.

B. Keys

Keys will be issued to teachers at the beginning of the school year and returned at the end of the school year. Teachers are responsible for the security of keys issued to them. If a key is lost, report it to the principal. In no case should keys ever be assigned to or loaned to students. Duplicate school keys are not to be made! Keys are issued according to need. Copying other's school keys is expressly forbidden.

C. Burglar Alarm

Peachtree Middle School is equipped with a silent burglar alarm. All personnel who are required to enter the building after hours or on the weekend must be cleared by the principal on the proper procedures for deactivating and activating the alarm. The gymnasium has a separate alarm system for the use of coaches and athletes using this portion of the facility.

D. Energy Conservation

Rising energy costs and depleting sources of energy necessitates all personnel and students making a conscientious effort to conserve energy at school. Teachers are to turn off all lights before leaving the classroom.

E. Fire Drill Procedures and Evacuation Map

Discuss fire drill procedures thoroughly with all students. Drills will be held regularly. Post exit routes and fire marshals. In each classroom during each of the seven periods, a student fire marshal must be appointed by the teacher. The duties of the fire marshal are to see that the door is closed as he/she is the last student to leave the classroom. When the fire drill signal sounds (alarm buzzer or a series of short rings), the fire marshal for

each class begins closing the windows and simultaneously the teacher goes to the door to see if the assigned exit route is clear.

The teacher goes with the students to the outside of the building to a place designated by the teacher. Students should move steadily and rapidly. There is never a need to run.

Outside the building, the students assemble with the teacher and roll is checked. Once the roll is checked and reported, students and teachers remain together until the signal is heard to return to class. Teachers should assemble students on the outside as far away from the building as possible. Driveways should be kept clear. A school secretary will be stationed in front and rear of the school with a check-off list. The student (one per teacher) sent to check with the secretary should always be instructed to not reenter the building but rather go around the building.

Students who are in the library or any office should go outside with that area during an evacuation. A student never returns to his class to evacuate the building. All students in unassigned areas should exit along the routes as the rest of the students in that area. Once outside, he should make every effort to find his teacher for that period. Discuss thoroughly with each class where the meeting place outside will be. Report to the grade level assistant principal the names of students NOT in their assigned area.

F. Tornado Drill

In case of immediate tornado danger or other severe weather conditions and a warning is issued, the drill will begin with a series of short rings on the school bell system. One long ring of the bell system will indicate an end to the drill. In case of power failure, an alternate message system will be used.

Students in the gym, cafeteria, and classrooms should move quickly and orderly to an inside hall wall away from large glass areas. Take precaution by seeing that exterior doors and windows are closed and by having students proceed to their designated position facing the wall and assume a kneeling position, head down, hands covering head. No student should be seated without facing the wall thus eliminating jammed hallways and allowing walk-through space. Teachers should keep their class rosters with them during the drill and kneel behind their classes to be sure that the students are following the drill procedure. Teachers should verify student classroom count.

Students on the athletic fields are to assume a prone position with their hands protecting the back of the head and neck.

Tornado drill procedures are to be discussed thoroughly with each class and hall assignments for this drill are to be posted in each classroom.

G. Food/Beverages

Teachers are asked to refrain from taking food or drink into the classroom during class time. Food at any time can be a problem. Students may not have food or beverages in the classrooms or hallways. Any lesson plan which calls for food or drink must be cleared by the instructional grade level administrator. The presence of food and drink in the building creates and sustains a problem with pests.

H. Food Sales

The sale of foods and beverages outside of the school nutrition program is prohibited until after the school day in elementary schools and junior and senior high schools.

I. Intruder Alert Drill

An announcement will be made over the intercom that “This is a level 1, 2, or 3 lockdown.” Upon hearing this announcement, each teacher will close his/her classroom door after making sure it is locked from the outside. Quickly retrieve a copy of the lockdown procedures and adhere to all steps. Teachers in the gym are to lock all the doors leading into the gym. Teachers in the locker room area are to lock the locker room doors leading in from the halls/stairwells. Teachers not holding class and not in a classroom should stay in a locked area. Everyone should clear and stay out of the halls. The alert will be cancelled with an announcement saying “The level 1, 2, or 3 lockdown is over.”

Students are not to be alerted to this drill either before, during, or afterwards. Your reactions to the drill should be calm and you addressing your door should draw no particular attention from your students.

XI. TRANSPORTATION

Procedures for Securing a Bus:

1. Obtain a "Requisition to Use School Bus on Special Trip" form from the front office secretary.

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2. Notify a DeKalb County school bus driver the time, date, and nature of your trip and ask them to drive your group. A list containing bus driver's names and permission has been granted for a trip.
 3. Fill out the above form and return to the front office secretary. The secretary will type and send the form to the office of the Director of Transportation. The form must be in the transportation office at least ten (10) days prior to the date the trip is to be made.
 4. The Department of Transportation will either approve or deny the request. If approved, the details of the trip should then be confirmed with the bus driver by telephone.
 5. The form will be returned to you. Take the form on the trip and have the driver fill out his section.
 6. Return the form to the bookkeeper for final settlement even if the trip was canceled and not taken. This form should be turned in to the bookkeeper on the first school day after the trip.
 7. Requests to stop for a meal or other reasons must be written on the request and approved by the Director of Transporta
- original bus

Parent/Student Handbook

Peachtree Charter Middle School

DeKalb County School System

Teamwork Makes the Dream Work!

Parent/Student Handbook

2015-2016

TO THE PARENT/GUARDIAN:

This handbook was prepared to explain and clarify the procedures, policies, and regulations at Peachtree Charter Middle School, as well as to provide general information about the school.

TO THE STUDENTS:

On behalf of the faculty, we would like to welcome you to Peachtree Charter Middle School. We are looking forward to assisting you in fulfilling your educational goals. Peachtree has a history of academic and extracurricular accomplishments. We expect you to meet the educational goals, to carry on the tradition, and to make this a better place. You can benefit from everything Peachtree has to offer by being actively involved in your classes and the programs offered. If you encounter difficulties, we will do our best to assist you. We are here to make your years in school successful, yet educationally challenging.

STATEMENT OF PHILOSOPHY:

Peachtree's philosophy is best explained by our mission statement: Through a spirit of teamwork, Peachtree Charter Middle School supports students in realizing their academic and personal dreams.

Our ultimate goal is to aid our students in becoming self-sufficient individuals mentally, physically, socially, and morally so that they can meet the demands of a rapidly changing society. It is essential to instill in each student the importance of individual worth and to create a positive self-image through the personal development of initiative, resourcefulness, and responsibility.

It is the intent of the faculty to lead students toward being disciplined, productive, informed, and fulfilled individuals. To achieve these ideals, mutual respect and understanding must be present in the learning process on the part of all participants—the

Peachtree Charter Middle School

faculty, students, and community.

Dear Parent/Guardian:

Please review the Peachtree Charter Middle School Handbook with your child. Sign below and return this form to the school.

My child, _____, and I have reviewed and understand the Student Handbook for the 2015-2016 school year.

Signature

Student Signature

Parent/Guardian

Parent/Student Handbook

2015-2016

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Peachtree Charter Middle School

4664 North Peachtree Road
Dunwoody, Georgia 30338

Main Office	678-676-7702
Information Line	678-676-7700
Counseling Office	678-676-7726
24-Hour Absentee Reporting	678-676-7715
Attendance Office	678-676-7711
Fax	678-676-7710

<http://www.peachtreechartermiddleschool.org>

WELCOME

Welcome to Peachtree Charter Middle School! We are dedicated to excellence and strive to provide an environment that is safe, orderly, and supportive as students meet various adolescent challenges. This informational handbook will assist in answering questions regarding the expectations of the school and the opportunities available at Peachtree Charter Middle.

DESCRIPTION

Peachtree Charter Middle is a DeKalb County School and houses the sixth, seventh, and eighth grades. Classes are in session from 8:50 AM to 3:55 PM, seven periods per day. Peachtree Middle offers courses in the core subjects (language arts, math, science, social studies, reading, and world language), full-year chorus, band, strings, and physical education. Peachtree also offers nine week connections courses such as, health, art, family consumer sciences, computer, and technology education. Peachtree Charter Middle School is accredited by the State of Georgia and the Southern Association of Colleges and Schools.

LOCATION

Peachtree Charter Middle School is located in north DeKalb County on North Peachtree

Road.

FEEDER SCHOOLS

Peachtree Middle receives students from the following elementary schools: Austin, Chesnut, Dunwoody, Hightower, Kingsley, and Vanderlyn. Students from schools outside of the Peachtree attendance zone are chosen through a lottery process.

MISSION STATEMENT

Through a spirit of teamwork, Peachtree Charter Middle School supports students in realizing their academic and personal dreams.

MOTTO

TEAMWORK MAKES THE DREAM WORK!

COLORS

Red, White and Blue

MASCOT

Patriot

A TYPICAL DAY IN MIDDLE SCHOOL

- Arrival
- Breakfast Program and/or Before School Activities
- Academic Block with Academic Team Teachers (5 Periods)
- Connections Block with Connections Teachers (2 Periods)
- Lunch with Academic Team
- Dismissal
- After School Activities

ADMINISTRATIVE TEAM

Mr. Heptinstall	Principal
Mrs. Effatt	Assistant Principal
Mr. Shrader	Assistant Principal
Mr. Edwards	Assistant Principal
Dr. Conner	Assistant Principal

COUNSELING DEPARTMENT

Mrs. Poh-6th grade
Ms. Matthews-8th grade
7th grade

ACADEMIC/BEHAVIORAL CONCERNS

If a parent develops a concern with the academic and/or behavioral progress of his child or his child’s progress under the supervision of a particular teacher, we ask that the parent take the initiative to attempt to solve his concerns through the following process:

1. Communicate concerns by phone conference, email, and/or personal conference with the classroom teacher (s).
2. Engage the student’s counselor and solicit his/her expertise and conferencing skills.
3. Engage the student’s grade level administrator if the above steps are not satisfactory to resolve the problem.

Below are common concerns and contact information:

Concern	Contact
Grade	Teacher who issued grade
Detention	Teacher who issued detention (Asst. Principal/Principal if concern remains)
Placement	Counseling at the beginning of the year, Teacher/Counseling at mid-year
Peer Problems	Counseling (Asst. Principal/Principal if concern remains)
New Student	Counseling
At-Risk Student	Counseling
Homework	Teacher
Homework requests due to illness of three or more days.	Counseling
Bus Discipline	Bus Driver/Assistant Principal
General Transportation	DCSS Transportation Department 678-676-6691
Teacher Complaint	Teacher (Assistant Principal if concern remains)
Medical	Clinic Worker/Attendance Office-678-676-7707
Tutoring Homebound	Counseling
Trip Requests	Teacher
Program/Curriculum	Teacher, Department Chair, Assistant Principal, Counselor
Extra-Curricular Activities	Sponsor/Coach Athletic Director

REPORT CARDS, PROGRESS REPORTS, DEFICIENCY/REMEDATION REPORTS

Report cards are issued each semester; academic progress reports are issued every four and one half weeks. Parent-teacher conferences are encouraged, especially if the progress of a student is unsatisfactory, and may be requested by parents, guardians, or teachers. Teachers prepare a deficiency report plan for remediation for each student making unsatisfactory progress. Bi-weekly progress reports are available upon request in the counseling office.

COMMUNICATION METHODS

- Constant Contact -E-News
- Team E-Mail Distribution
- Letters from the Principal
- Directory
- Website, School, and Teacher
- Parent Assistant--Online Grade Access for Parents
- Telephone Activity Information Lines

TESTING PROGRAM AT PEACHTREE

Grade Six:

- Georgia Milestones (April)

Grade Seven:

- Iowa Test of Basic Skills (ITBS) (October)
- Cognitive Abilities Test (CogAT) (October)
- RENZULLI (FALL)
- GEORGIA MILESTONES

Grade Eight:

- PSAT (October)-optional
- Georgia Milestones(April)
- END OF COURSE
 - Coordinate Algebra
 - Physical Science

Retention Policy

Students who fail 2 or more academic classes at the 1st semester 9 week point or at any point thereafter will be placed on an Academic Contract. Parents will be notified of the possibility of retention by January 30, as per District Guidelines.

Students who continue to fail 2 or more academic classes by the end of the 2nd semester are subject to retention in grades 6 and 7.

COUNSELING SERVICES

The counseling department is a support service for the entire school community. Counselors also serve as members of the Student Support Team (SST) committee and refer students, when appropriate, to other services in the school system such as special education, psychological services, and the school social worker.

Counselors are assigned to each grade and work with teachers to provide support services.

The counselors are involved with parents and students in their decision-making toward fulfilling educational and career goals. They provide direction and orientation for sixth, seventh and eighth grade class registration. The counseling department assists in providing programs for students in the affective area of our curriculum through the Student/Teacher Mentor Program, Anti-Bullying Program, TAA (Teachers as Advisor) program and the Peer Helper Program.

Required Immunizations

Required health forms for Georgia students include:

- Form 3231 (Immunization)
- Form 3300 (Hearing, Vision, Dental)

All the requirements below must be met before your student may register for school:

- Five DPT
- Four OVP/IPV
- Two MMR
- Two Varicella
- Three Hepatitis B

Georgia immunization requirements for children entering the 7th grade have been expanded effective July 2014. All incoming 7th graders must have two additional vaccines: MCV4 meningitis and a Tdap booster for Pertussis (whooping cough). The required certificate (Georgia Form 3231) and any needed vaccines may be obtained from the child's physician or from the local health department. All of the requirements listed above must be met before your child may register for school.

Sixth grade parents please note that all forms previously filed with the PCMS feeder elementary schools were transferred to PCMS.

The [DeKalb County Department of Public Health](#) website lists the sites for its health centers.

Schedule Changes

Students may request schedule changes by the 5th day of each semester for the following reasons:

- a. To make adjustments for failing grades or summer school work.
- b. To correct clerical or administrative errors.
- c. All schedule changes are based on space availability.

Please contact the grade level counselor.

ATTENDANCE

All students and their parents/guardians are informed of, and agree to, the Peachtree Charter Middle School Attendance Policy at the time of enrollment. Since the purpose of the Attendance Policy is to provide maximum instructional opportunities for every student, teachers shall establish effective communication procedures with parents to ensure that every student's best interest is served. From reviewing our school's College and Career Readiness Index data, there is a direct correlation between attendance and academic performance.

Early Checkout Procedures

- Parents/Guardians should send a signed note to school with your child on the day he/she is to be checked out. The note should state what time you will be arriving to pick up your child and the reason why. The student is to bring the note to the Attendance Office BEFORE first period.
- The Attendance Office will issue a pass to the student to give to the teacher in the class from which he/she will be leaving. This cuts down on the constant disruption of calls to the classrooms.

- When you arrive at the school, you must sign-in at the Security Desk. You will be given a Visitor's tag from the Security Desk. Sign out your child on the checkout system located in the Main Office. If you have any questions, the Attendance Office will assist you. Once checked out on the system go to the Attendance Office and show proper I.D. to get your child.
- **Students will not be checked out or given messages after 3:15 PM unless a note was sent that morning.**

Absences

- If your child will be absent from school, please call the 24 Hour Absentee Reporting Number **(678-676-7715)** the day your child is absent. It is your responsibility to contact the school when your child is absent. Courtesy calls are made from the office when possible.
- When your child returns, please provide the Attendance Office with a written note or doctor's excuse verifying the date and reason for the absence.
- Unless you follow these procedures, your child's absence will be unexcused. Excused absences are illness, doctor appointments, death in the family, religious holiday or service as a congressional page. Trips, other than school-sponsored, are unexcused absences.
- If absent for three or more days, your child may get make-up work from the Counseling Office **(please call 678-676-7732)** Teachers need a 24hr notice to gather make-up work for more than 3 days. If absent less than three days, the student must get make-up work from his/her teachers.

Make-Up Work

The number of excused absences determines the length of time the student has to make-up the academic work. Normal procedure is to allow one day make-up time for each day absent. Regardless of the length of absence, the maximum time for the completion of make-up work is ten (10) school days. Homework and make-up assignments are obtained through the counseling office for students who anticipate being absent for more than three (3) days. One day's notice is required to obtain these assignments. When students are absent for fewer than three days, they should see their teachers upon their return for any missed assignments. (It is suggested that students have the telephone number of a homework buddy and review the teachers' websites from the beginning of the school year so they can get assignments to work on while they are at home.) It is the responsibility of the student to make arrangements with each teacher to make up work.

Tardiness

- Students are expected to be in class by 8:50 AM or sign in at the Security Desk.

- You do not need to call when your child is going to be late; however, you must physically sign them in to be properly excused.

Transportation

If your child is staying after school for clubs, tutoring, ball games, detention, or any school function, please make arrangements for his/her transportation before he/she arrives at school. This will relieve many calls made during and after the school day from the Attendance Office.

Forgotten Items, Messages, Etc.

Items requested by parents to be delivered to students during the school day are taken to the **Attendance Office** and must be signed in by a parent. Students will not be called from the classrooms to pick up deliveries. It is the child's responsibility for checking in the Attendance Office and signing for their dropped off items. Please realize that deliveries to students cause interruptions to instruction. Deliveries are restricted to eye glasses, medications, lunch money, lunches and house keys. Delivery of fast food items or other commercial items at lunch is not allowed.

Medication

- Prescription medicine is to be left in the Attendance Office with a signed permission slip and/or doctor's statement.
- No other medication (aspirin, Tylenol, etc.) will be given to students without a signed permission slip from the parent. Forms are available in the Attendance Office.
- Inhalers may be kept with the student, but only with a signed permission slip from the doctor and parent. All notes will be kept on file in the Attendance Office.
- A health worker is available only from 10:30 AM to 2:30 PM daily. Please address your medical concerns to Mrs. Ann Wood.

FLORAL AND BALLOON DELIVERIES

The school will not accept floral and balloon deliveries for students. These items cause disruption in classes and in the halls during class changes. They also create safety problems on school buses. The school does not allow birthday celebrations. No party favors or food will be accepted. Arrangements should be made to have such items delivered to your home.

CHECK-IN/CHECK-OUT INFORMATION

As we attempt to provide a secure environment, please understand that it is critical that each family provide a list of those persons who may check-out their child. Peachtree cannot risk checking children out to unauthorized persons; however, such security requires timely and correct information from each child's family.

If situations exist where contact with certain family members should not occur, it is the

custodial parent's responsibility to provide the school with the necessary legal documents indicating such arrangements/requirements.

Check-Outs

Any student leaving the school campus during the day must follow proper check-out procedures. Contact with the parent is required before the student may check-out. Parents and authorized persons checking students out must provide a picture ID at every checkout. Students are not allowed to leave campus alone or with anyone other than his/her parent or legal guardian without specific instructions from his/her parent/guardian.

Any student leaving school without properly checking out is considered truant. We strongly discourage allowing the student to walk home if he is checking out of school because of illness. If you plan to check your child out during the day, please send a note to the Attendance Office in the morning, and a pass will be written for your child to meet you at the designated time.

Check-Ins

Any student arriving late to school should report to the Security Desk.

PERMISSION TO RIDE ALTERNATIVE BUS

Students may not change their bus assignment for any reason. If there is a need to ride a bus other than the one assigned, a note from the parent should be written requesting the change. The request is to be presented to the Attendance Office in the morning in order for the school to have time to verify the request. The request should give the date(s) involved, the reason for change, the bus desired, and phone number for verification. An administrator will approve/disapprove the request and return the note to the student so that the bus driver can be notified.

VISITORS

The school extends a courteous welcome to all adult visitors who have a legitimate reason to visit the campus. Visitors are requested to report to the Security Desk to obtain authorization and sign the visitor's log. Under no circumstances are visitors allowed to infringe on a student's or teacher's class time or school routine. Unauthorized persons found loitering on the campus or in the building are asked to leave immediately. Students from other schools may not visit Peachtree classes. Visitors may not have lunch with students.

TELEPHONES

All office telephones are made accessible to students in case of an emergency. It is strongly suggested to discuss arrangements for the day with your child before leaving home. Students will not be called to the Attendance Office for phone calls. Please do not text or call your child during the school hours.

LOST AND FOUND

Large, red Lost and Found bins are located in the cafeteria and in the gym lobby for

clothing items. Purses, jewelry, books, keys, cell phones and glasses are to be taken to the Main Office. Lost and found items will be periodically donated to charitable organizations after publicized opportunities for students to claim items.

ADDRESS AND PHONE NUMBER CHANGE

In the event a student's address or home phone number changes during the year, notification to the Registrar's Office is essential to update school records. Because schools must deal directly with parents for emergency, attendance and disciplinary situations, it is very important that our school records also show work telephone numbers. Current home and work numbers on file with the Attendance Office and Discipline Offices are essential.

STUDENT DROP OFF AND PICK UP

NO morning drop off prior to 8:15 am and pick up is 4:35 pm unless the student is enrolled in the YMCA Extended Day Program, or has made arrangements with a specific teacher or activity.

Morning Drop Off: Enter the school from North Peachtree Road, follow the traffic signs, and drop the students off in front of the gym doors. If you have business inside the school, we ask that you park your car in an available parking space in the parking lot, and not park at the curb.

Afternoon Dismissal: No student checkouts will be allowed after **3:15 PM**. Parents should pick up students in the school's front circle, which is off North Peachtree Road. The Barclay Road entrance is reserved in the afternoon for bus loading only. Cars may form a single line on the outside of the circle, next to the sidewalk, for the safest loading of students. If your child is not at the curb, you will have to circle back around to the end of the line. Please do not get out of your car to wait for your child on the sidewalk. If you have business inside the school, please park your car in an available parking space in the parking lot, and not park at the curb. It is important that you are ready to move your vehicle once your child has reached you. Encourage your child to come out of the school when dismissed. The hallway after school is not the appropriate place to socialize, because it extends your wait.

Students should be picked up within 30 minutes after dismissal.

YMCA AFTER SCHOOL PROGRAM

"After Y'All" is an after school program run by the Cowart Family Ashford Dunwoody YMCA. It runs from 7:00-8:30 AM and from 4:00 to 6:30 PM, Monday through Friday a very capable staff of Peachtree Charter Middle School teachers, provides homework time, a snack, and many fun activities geared to the 11 to 14 age group.

The program price is set by the YMCA.

Scholarships are available to those who qualify.

For additional information contact Mandi Benson at the YMCA. Her email address is mandib@ymcaatlanta.org; her phone number is 770-451-9622

CHECKS

Checks in excess of \$50.00 cannot be accepted by Peachtree Charter Middle School. Any amounts in excess of \$50.00 must be paid by cash or money order. Checks are also not accepted for any amount after January 15 each school year.

SCHOOL INSURANCE

School insurance may be purchased. Additional insurance programs are available for students participating in athletics and after school activities. Optional 24 hour coverage is available for all students. The school bookkeeper, coach, or activity sponsor has information about school insurance.

FOOD/DRINKS/SALE OF ITEMS

All edible and otherwise consumable items are to be consumed in the cafeteria only. Glass bottles and squeeze bottles are not to be carried with the student during the school day. Students may not sell items at school or on their way to or from school for personal profit or for outside fund raising purposes (such as church, athletic, civic). Financial disposition between the student and his fund-raising organization will not be the school's responsibility. School-related fundraising may only be conducted with the approval of the Principal.

STUDENT EXPECTATIONS, RULES, AND PROCEDURES

Each Student Is Expected To:

- Demonstrate courtesy even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet DeKalb County School System and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, teachers and other DeKalb School System staff.
- Respect the property of others, including DeKalb County School System property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order and discipline.
- Avoid violations of the Code of Student Conduct.
- A student whose behavior shows disrespect for others, including interference with learning and a safe environment, will be subject to disciplinary action.

STUDENT RESPONSIBILITIES

Students must accept their responsibility to know the contents of the Code of Student Conduct and to abide by the rules of the school system. Students may ask faculty or staff members for any clarification. All students, regardless of age, are subject to the rules and regulations of the DeKalb County School System.

SCHOOL BUS SAFETY RULES:

- Students will follow the directions of the driver.
- Students will wait in an orderly line and avoid playing.
- Students will go directly to an available or assigned seat when entering the bus.
- Students will remain properly seated and keep hands to themselves.
- Students will not eat, drink, chew gum, or bring glass objects, nuisance items, animals, tobacco, alcohol, drugs, weapons, mirrors, lasers, flash cameras, or any other lights or reflective devices that does or might interfere with the school bus driver's operation of the school bus. Electronic devices such as, but not limited to, cellular phones, pagers, audible radios, tape or compact discs without headphones or any other device that may interfere with the school bus communications equipment or the school bus driver's operation of the school bus are prohibited (OCGA 20-2-751.5).
- Students will refrain from using loud voices, profanity and/or obscene gestures, and respect the rights and safety of others.
- Students will not extend head, arms, or objects out of the bus windows.
- Students will be totally silent at railroad crossings.
- Students will stay seated until time to get off the bus.
- Students will help keep their bus clean and in good, safe condition.
- Students must turn in a signed note to the attendance office by 9:00 am in order to ride a different bus route home.

CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our school 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.

BULLYING

State law prohibits bullying. State law mandates a discipline hearing after the third incident of bullying with a referral to an alternative school setting upon a finding of guilt (O.C.G.A. 20-2-145). The DeKalb County School System will not tolerate bullying and other forms of harassment and, therefore, reserves the right to punish students after the first incident and upon a finding of guilt. Such punishment may include suspension, expulsion, or a referral to an alternative school.

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 SCHOOL HOURS AND DO NOT INTERFERE WITH THE EDUCATIONAL MISSION OF THE SCHOOLS OR POSE A SAFETY HAZARD (O.C.G.A. 20-2-1183) (POLICY JCDAF). IT SHOULD BE NOTED THAT NO ONE IS ALLOWED TO TAKE PICTURES OR VIDEO OF OTHER PERSONS AT SCHOOL WITHOUT THE EXPRESSED PERMISSION OF THE PRINCIPAL.

USE OF Cell Phone, RADIO, CD, IPOD, MP3 player, TAPE RECORDERS/SCOOTERS AND SKATEBOARDS

In order to provide a proper learning environment free from distraction and interruptions, cell phones, radios (with and without earphones), tape recorders/players, CD / MP3 players, and other audio, computer, and electronic games are not to be used at school. Please do not text or call your child during school hours. Scooters and skateboards are not to be brought to school. **Peachtree is not responsible for any items that are lost, stolen or confiscated. Do not bring these items to school.**

The use of Nooks and Kindles is permitted.

LOCKERS/BOOK BAGS

Lockers are issued to every student at the beginning of the year. Students are required to purchase locks from the School Store to place on their P.E. lockers. Sharing of lockers/locks, unless assigned by the administration, is prohibited. Students having locker problems should go to the Attendance Office and complete a Locker Request Form. If the repair cannot be made, the student is issued a new locker if one is available. Book bags should be used to carry books to and from school. However, once the student arrives at Peachtree, all book bags are to be stored in the student's assigned locker. Book bags may not be taken to class, lunch, physical education, or in the hallways. Students are encouraged to keep their lockers neat, orderly and well-organized so that each locker visit results in their obtaining the right books, supplies, and materials for the coming classes. Coats, hats, and book bags are to be in lockers by 8:50 AM and remain there until the day's final passing period. Book bags with wheels are not allowed.

LOCKER ROOMS AND RESTROOMS

Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator. No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms or restrooms.

FIGHTING/CONFLICT

Physical violence has no place at Peachtree Charter Middle School. Students are advised to keep their hands to themselves. Students are strongly advised to rely on the faculty and staff to help them resolve conflict instead of resorting to physical measures. A suspension of at least three days will result for a first offense of fighting. The penalties will be more severe for any subsequent incidents of a physical/intimidating nature. A suspension in excess of three days could result in a formal hearing. Formal hearings can be called by the administration if, in its judgment, the circumstances merit such a procedure.

IN-SCHOOL SUSPENSION (ISS) ALTERNATIVE INSTRUCTION (AI)

In-School Suspension (ISS), also known as Alternative Instruction (AI), is a suspension at school. It is a method used to remove students from the regular classroom in order to modify their behavior to meet the school's expectations. Students will be required to complete their regular academic assignments under close supervision and will receive grades according to the quality of work completed. Students may be confined to the ISS classroom for the entire school day for suspension ranging from one to ten days. The student may not attend or participate in extracurricular activities while assigned to in-school suspension. As students are assigned to ISS, they and their parents will be given more specific information regarding the expectations.

DETENTION/SILENT LUNCH

A student may be assigned detention by a teacher. A student is retained outside of regular school hours, either before school or after school. The student will be given at least twenty-four hours (24-hours) notice so that transportation can be arranged. The school expects the student to inform his/her parent of the disciplinary obligation to his/her teacher. Each detention is to be a minimum of 30 minutes. An assignment to silent lunch is also appropriate as redirection for minor offenses.

SATURDAY SCHOOL

Saturday school may be assigned for students with repeated violations. Saturday school is scheduled once a month from 8:00 am to 12:00 pm.

PCMS DRESS STANDARD

This Dress Standard is part of the PCMS Charter, and by signing the Charter Agreement when enrolling your child at Peachtree, you are agreeing to adhere to the following guidelines Monday-Friday. The exception is Dress Down Day, noted on the PCMS Events Calendar, when DeKalb County guidelines must still be met.

SHIRTS, SWEATERS, etc: collared, button down or polo style shirt (pullover sport/golf shirt with collar), long or short sleeve, buttons or snaps (top two buttons may be left open), or turtleneck may all be worn. Sweaters (including cardigan), sweatshirts, Fleece or lightweight jacket may be worn as long as a shirt described above is worn underneath. Shirts must be tucked in at all times (excluding PE).

ALL CLOTHING MUST BE ONE SOLID COLOR AND PLAIN (NO WORDING, NO DESIGN-NO STRIPES OR PATTERN, & NOTHING SEE-THROUGH). A “PCMS Spirit” t-shirt or sweatshirt (including band, orchestra, drama, feeder schools and DHS) is the only t-shirt/sweatshirt allowed and may be worn in place of the required collared shirt.

PANTS, SHORTS, etc: Pants, shorts, cargos, blue jeans, skirts, skorts, capris, jumpers and overalls may be worn, but must be the proper size, fit, and length (nothing baggy, too tight (spandex, yoga pants or leggings), or too short...3” above the top of the knee at the shortest), and unadorned (no rivets, lacing or patches). **ALL CLOTHING MUST BE ONE**

SOLID COLOR AND PLAIN (NO WORDING, NO DESIGN-NO STRIPES OR PATTERN, NO HOLES, & NOTHING SEE THROUGH).

JACKETS: Heavy jackets and coats are NOT allowed in the classroom and must be a solid color.

FOOTWEAR: While PCMS Dress Standard does not address footwear, FOOTWEAR MUST BE WORN BY ALL STUDENTS - NO BARE FEET! Flip-flops and bedroom slippers are prohibited. Heels are not recommended because of the potential safety hazard. “Heelys” or shoes with wheels are NOT allowed. The PE Teachers require appropriate athletic shoes.

HATS: Unless specified by a special Dress Down Day or for medical/religious reasons, hats are not to be worn inside the school.

PE UNIFORMS: The required PE uniforms should be worn ONLY during PE class.

Dress Standard Enforcement Procedures

Students not adhering to the Dress Standard will receive a Dress Standard Violation. Parents will be called and a letter will be sent home to the parents once again explaining the PCMS Dress Standard. Students will receive consequences as outlined in the Code of Student Conduct.

INTERNET ACCEPTABLE USE AGREEMENT (Policy IFBG)

- The DeKalb County School System is in compliance with the Children’s Internet Protection Act of 2000.
- The DeKalb County School System believes that the information and interaction on the worldwide network, known as the Internet, far outweighs the possibility that users may procure material that is not consistent with the educational goals of the school system. On a global network as the Internet, it is impossible for the school system to control access to controversial material. Therefore, the user may accidentally or purposefully discover 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 school system’s objectives.
- Use of any other organization’s network or computing resources must comply with the rules appropriate for that 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 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, for product advertisement, or for political lobbying is prohibited.
- Illegal activities are strictly prohibited.
- The use of the Internet is a privilege, not a right. Any student user not complying with the school system’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 school system 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. The school system specifically denies any responsibility for the accuracy or quality of information obtained through its services.

INTRANET ACCEPTABLE USE AGREEMENT (Policy IFBG)

- 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 not send or receive 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 offensive, sexist or illegal material.
- Posting messages and attributing them to another user is prohibited.
- Students are violating network security if they enter the system under a user id other than their own, share their user ids, passwords, or user accounts with others, and must make all efforts to safeguard any information from unauthorized users.
- Students may not use the system for any purpose if in violation of the law.
- Students will not transmit or download information or software in violation of copyright laws.
- Students will use the system for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students disconnecting network components, altering programs or data, or purposely infecting any computer with a virus will be guilty of harming network integrity and/or security.
- Unauthorized use of the network, intentional deletion or damage to files and data belonging to other users, or copyright violations is prohibited.

PCMS LIBRARY MEDIA CENTER

(Adapted from the PCMS Library Media Center Handbook; the complete handbook is available on our website or by requesting a printed copy and is the ultimate source on Media Center policies.)

Circulation Desk: 678-676-7735

The Library Media Center is located on the top floor of PCMS in Room 853. Our Media Specialist/Teacher-Librarian, Mr. Simony, provide patrons with access, instruction and help locating the information they need and want. They also support students in their development of life-long learning skills.

Our print collection includes over 17,000 titles and subscriptions to a variety of magazines and journals. Computer stations are also available for patron and class use.

Hours of Operation: 8:00 a.m. to 3:45 p.m.

All students must have a signed pass from a teacher every time they visit whether before the morning bell or throughout the school day. Upon arrival, individual students and those in small groups are to sign in at the circulation desk.

Student Library Checkout Privileges:

- **Books** – up to three for a two week period; two week renewals allowed as long as the title is not being requested by another patron
- **Magazines** – back issues for two days only; no renewals allowed
- **Single Volume Reference Works** – overnight; no renewals allowed
- All materials must be checked out at the Circulation Desk before removal from the Media Center.

Overdue, Lost or Damaged Materials:

Destiny, DeKalb County School District's online catalog/database, is used to record all items housed in the PCMS Media Center and all patron check outs and due dates. A stamped due date card is placed in the inside pocket in each book. Students should leave the card in the pocket so they can easily follow up on their due dates.

Students are urged not to 'loan' Library materials to other students. Checkout privileges are suspended whenever students have an overdue or lost book, or have accumulated fines of \$1.00 or more. Once the account is cleared, privileges are reinstated.

Overdue notices are sent directly to students' First Class email accounts. We urge them to frequently read their First Class emails. Students may also receive printed notices. When a book is long overdue, calls, emails and/or letters home are utilized to notify parents of the problem.

- Overdue Fines – 10 cents per school day, per book, with a maximum fine of \$3.00
- Lost Books – the charge is the replacement cost of the title.
- Lost Magazines - \$2.00
- Lost Due Date Cards – 25 cents
- Damaged Materials – fine is determined by the Teacher-Librarian depending on the extent of the damage

Students show consideration for other patrons and act responsibly when they return books on time. Overdue fines, along with damage and replacement fees, reinforce this life lesson. All charges for lost books and overdue fines carry over in *Destiny* to the following school year. According to DCSD policy, school registration, transcripts, report cards, and graduation records can be withheld due to nonpayment. Parents are ultimately responsible to see that fines and other charges are paid.

Media Center Computers:

During our hours of operation, computers are available for student use for school related purposes only, such as:

- PCMS online catalog, *Destiny*, to locate books or read available ebooks
- Academic Research – the internet and a number of limited access databases
- Educational programs provided by DCSD and PCMS
- Create documents and presentations using Microsoft Word and PowerPoint
- First Class email accounts

Each student has a unique User ID logon and password for both computer use and for First Class email. Students are not to share either their ID numbers or passwords with other students. When using the DCSD computers neither students nor parents should assume privacy. For further information, refer to the **Internet** Acceptable Use Agreement and the **Intranet** Acceptable Use Agreement (Policy IFBG) section in the PCMS Parent/Student Handbook.

Media Center Printer and Copier:

Students may print up to 3 one-sided black and white pages for free each school day. The charge for printing additional pages is 10 cents per page. **All printing must be related to school assignments only.** Students who abuse printing rules can have printing privileges revoked and/or be charged 10 cents for each inappropriate page.

A **coin-operated copier** is available and the cost is 10 cents per copy (one-sided, black and white).

Destiny Online Catalog:

The PCMS online catalog of materials available in the library can be accessed from school computers or from outside the school. To access *Destiny* from other locations, please see the Teacher-Librarians for an instruction sheet. By logging on to *Destiny*, from anywhere, with a User ID and the password *mydestiny*, patrons can use the catalog to create their own resource lists, access subscription databases, such as Galileo and Culture Grams, without needing a site specific password, and they can review their check outs and due dates. The PCMS Media Center home page includes links to useful websites for students, parents and teachers, and includes the link for access to our collection of ebooks.

Destiny Quest, a component of *Destiny*, features a list of new arrivals, offers patrons the ability to keep track of what they've read, titles they want to read, and the opportunity to make and receive reading recommendations.

Copyright and Citing Sources:

STUDENTS ARE EXPECTED TO HONOR THE COPYRIGHT LAWS AND TO AVOID PLAGIARIZING

The writing, images, or audio creations of others no matter the source must be properly cited. Students are to cite all sources and are instructed in the MLA style used for writing bibliographies.

Student Behavior Expectations:

- All school wide rules apply in the Library
- Arrive with a hall pass signed by a teacher
- Sign in at the circulation desk upon arrival
- Speak quietly and respectfully (visiting with friends and carrying on loud conversations distract the other patrons)
- No gum chewing, eating or drinking
- Treat equipment and materials respectfully
- Report immediately any observed tampering or damage to school property

LUNCH PROGRAM

Prepayment for meals is encouraged.

- Make check payable to the school cafeteria.
- Prepay by the week or month.
- Indicate the child's name, grade, Pin Number and teacher's name on check and money envelope.
- An account may be opened with any amount of money.

- You may Prepay online using a credit card or debit card at MyLunchMoney.com/.

Free/Reduced

Applications for Free and Reduced Meals are distributed to students at the beginning of the school year. At all other times, applications are available from the school nutrition manager. Applications can be submitted at any time during the school year, and will be processed as quickly as possible. A new application must be submitted each year.

Meals may be prepaid in the cafeteria. All food is to be consumed in the cafeteria. No food or drink may be consumed in the halls. Students are not allowed to leave the campus during the period or go into unauthorized/unsupervised areas.

Students are expected to practice good manners in the cafeteria at all times. Students are expected to keep their eating area clean and place all trash in the trash cans. Students are expected to form a straight lunch line on either side and not to “cut” or allow “cuts” in line.

For more information on food service, please visit <http://www.dekalb.k12.ga.us/instruction/foodservices/menus.html>.

ACADEMIC HONOR CODE

As defined in the DeKalb County Code of Student Conduct, PROVIDING FALSE INFORMATION includes, but is not limited to, such acts as falsifying school records, forging signatures, making or providing false statements, cheating, bribery, using an unauthorized computer user ID or password, etc.

Penalty may range from detention to short-term suspension. For repeated incidents, a Due Process Hearing must be held. Based on a finding of guilty at the Due Process Hearing, the student is suspended for up to ten (10) school days.

At Peachtree Charter Middle School students are expected not to cheat, which includes both giving and accepting help on quizzes, tests, and exams, as well as plagiarism. If cheating occurs, the teacher informs the grade level assistant principal, the student’s counselor, and the student’s parent(s).

The following actions are considered to be cheating:

1. Using unauthorized materials in a test situation
2. Receiving unauthorized information on a test
3. Knowingly giving information in a test situation
4. The passing of definite questions or answers to someone who has not yet taken the test
5. The turning in of work for credit that is not one’s own
6. Plagiarism

HALL PASSES

Any student in the hall during class time must have a signed agenda planner.

GRADING SYSTEM

All final grades are recorded in numerical form.

A 90 – 100 B 80-89 C 71-79

D 70 F 69 and below

Passing mark is 70 and above.

HONOR ROLL REQUIREMENTS

Principal's List--4.0 GPA

Honor Roll--3.5 GPA

Retention Policy

Students who fail 2 or more academic classes at the 1st semester 9 week point or at any point thereafter will be placed on an Academic Contract. Parents will be notified of the possibility of retention by January 30, as per County Guidelines.

Students who continue to fail 2 or more academic classes by the end of the 2nd semester are subject to retention in grades 6 and 7.

8th grade students are subject to the State retention policy: students must pass the Reading/ELA and Math portions of the GMAP in order to be promoted to the 9th grade.

ATHLETIC AND EXTRACURRICULAR ACTIVITIES

Academic Quiz Bowl Team
Blue Shadow Jazz Band
Drama Club
Literary Club
Junior BETA Club
Mathletes in Action
Peer Helpers
Reading Bowl

Science Olympiad
Ski / Snowboard Club
Social Studies / Geography Bee
Special Friends
Student Government Association
DHS Marching Band-8th grade
Yearbook
No Place For Hate
Odyssey of the Mind
Soccer Club
Volleyball Club
Sports Programs (7th and 8th grade only)
Basketball (Boys)
Basketball (Girls)
Cheerleading – Football & Basketball
Dance Team
Football
Track (Boys)
Track (Girls)
Sports Programs (8th grade only – at DHS)
Baseball DHS
Cross Country DHS
Softball DHS
Gymnastics DHS
Soccer (Boys) DHS
Soccer (Girls) DHS
Volleyball DHS
Wrestling DHS
Tennis DHS

Peachtree Charter Middle School

APPENDIX R - DCSD Teacher Salary Schedule

Years of Credited Experience	Bachelor's Degree (Slot E04)		Master's Degree (Slot E05)		Specialist's Degree (Slot E06)		Doctor's Degree (Slot E07)	
	Annual	Daily	Annual	Daily	Annual	Daily	Annual	Daily
0	\$ 42,499.99	\$223.68	\$ 45,109.07	\$237.41	\$ 49,441.71	\$260.21	\$ 54,161.76	\$285.06
1	\$ 42,499.99	\$223.68	\$ 45,109.07	\$237.41	\$ 49,441.71	\$260.21	\$ 54,161.76	\$285.06
2	\$ 43,529.99	\$229.10	\$ 46,139.07	\$242.83	\$ 50,471.71	\$265.64	\$ 55,191.76	\$290.48
3	\$ 43,529.99	\$229.10	\$ 46,139.07	\$242.83	\$ 50,471.71	\$265.64	\$ 55,191.76	\$290.48
4	\$ 43,529.99	\$229.10	\$ 46,139.07	\$242.83	\$ 50,471.71	\$265.64	\$ 55,191.76	\$290.48
5	\$ 43,581.49	\$229.37	\$ 46,242.07	\$243.37	\$ 50,780.71	\$267.26	\$ 55,500.76	\$292.10
6	\$ 44,056.62	\$231.87	\$ 46,795.02	\$246.28	\$ 51,585.73	\$271.50	\$ 56,351.60	\$296.58
7	\$ 44,108.62	\$232.15	\$ 46,899.02	\$246.83	\$ 51,897.73	\$273.14	\$ 56,981.60	\$299.90
8	\$ 44,160.62	\$232.42	\$ 47,003.02	\$247.38	\$ 52,874.64	\$278.28	\$ 58,691.36	\$308.90
9	\$ 44,212.62	\$232.69	\$ 48,897.68	\$257.35	\$ 55,254.16	\$290.81	\$ 61,332.96	\$322.80
10	\$ 44,579.94	\$234.63	\$ 50,365.12	\$265.07	\$ 56,911.92	\$299.53	\$ 63,172.72	\$332.48
11	\$ 45,011.14	\$236.90	\$ 50,868.76	\$267.73	\$ 57,481.04	\$302.53	\$ 63,804.45	\$335.81
12	\$ 45,641.91	\$240.22	\$ 51,876.24	\$273.03	\$ 58,619.60	\$308.52	\$ 65,067.60	\$342.46
13	\$ 46,587.02	\$245.19	\$ 52,394.99	\$275.76	\$ 59,205.80	\$311.60	\$ 65,718.27	\$345.88
14	\$ 48,000.01	\$252.63	\$ 53,432.08	\$281.22	\$ 60,378.24	\$317.78	\$ 67,019.68	\$352.73
15	\$ 49,448.94	\$260.25	\$ 54,075.11	\$284.60	\$ 60,982.02	\$320.95	\$ 67,689.88	\$356.26
16	\$ 50,961.73	\$268.21	\$ 55,727.60	\$293.30	\$ 62,189.92	\$327.31	\$ 69,030.00	\$363.31
17	\$ 52,512.43	\$276.38	\$ 57,416.02	\$302.18	\$ 62,811.82	\$330.58	\$ 69,720.29	\$366.94
18	\$ 54,075.11	\$284.60	\$ 59,154.33	\$311.33	\$ 64,700.54	\$340.52	\$ 71,100.64	\$374.21
19	\$ 55,727.60	\$293.30	\$ 60,944.52	\$320.76	\$ 66,654.39	\$350.81	\$ 72,907.10	\$383.72
20	\$ 57,416.02	\$302.18	\$ 62,784.61	\$330.44	\$ 68,684.08	\$361.49	\$ 75,112.42	\$395.32
21	\$ 59,154.33	\$311.33	\$ 64,700.54	\$340.52	\$ 70,751.68	\$372.37	\$ 77,381.60	\$407.27
22	\$ 60,327.83	\$317.51	\$ 66,654.39	\$350.81	\$ 72,907.10	\$383.72	\$ 79,650.78	\$419.21
23	\$ 60,327.83	\$317.51	\$ 68,684.08	\$361.49	\$ 75,112.42	\$395.32	\$ 81,792.22	\$430.48
24	\$ 60,327.83	\$317.51	\$ 70,057.16	\$368.72	\$ 76,613.23	\$403.22	\$ 83,432.74	\$439.11
25	\$ 61,499.34	\$323.68	\$ 70,057.16	\$368.72	\$ 76,613.23	\$403.22	\$ 83,432.74	\$439.11
26	\$ 61,499.34	\$323.68	\$ 70,057.16	\$368.72	\$ 76,613.23	\$403.22	\$ 83,432.74	\$439.11
27	\$ 61,499.34	\$323.68	\$ 71,432.23	\$375.95	\$ 78,112.05	\$411.11	\$ 85,057.29	\$447.66
28	\$ 62,696.80	\$329.98	\$ 71,432.23	\$375.95	\$ 78,112.05	\$411.11	\$ 85,057.29	\$447.66
29	\$ 62,696.80	\$329.98	\$ 71,432.23	\$375.95	\$ 78,112.05	\$411.11	\$ 85,057.29	\$447.66
30	\$ 62,696.80	\$329.98	\$ 72,793.34	\$383.12	\$ 79,612.85	\$419.01	\$ 86,695.81	\$456.29