Charter School Application

Start-up and Conversion (New and Renewal)

SCHOOL NAME
DeKalb Academy of Technology & the Environment, Inc.

SCHOOL CONTACT ADDRESS
1492 Kelton Drive
Stone Mountain, GA 30083

Dr. John D. Barge
State School Superintendent

JUNE 2014

CHARTER APPLICATION COVER PAGES

Check one: ___New Start-Up ___New Conversion
__XStart-up renewal ___Conversion Renewal

If renewal, when was the original charter term start date? 2005
If renewal, for how many charter terms has the school been in existence? 3

*** Due to changes in Georgia State law, all charter contracts—*including those of conversion charter schools*—must be held by a Georgia non-profit corporation.**

Name of the Georgia nonprofit corporation that will hold the charter if granted:

DeKalb Academy of Technology & the Environment, Inc.

Name of Proposed Charter School: DeKalb Academy of Technology & the Environment, Inc.

Local school system in which charter school will be physically located:

Dekalb County School District

Contact person: Dr. Muary L. Wills Headmaster/CEO
Name Title

Contact address: 1492 Kelton Drive, Stone Mountain, GA, 30083

Telephone number of contact:

Fax number of contact:

E-mail address of contact:

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) __X__ I am a United States citizen.

2) __X__ 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:

Georgia Driver's License.

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

Executed in Stone Mountain (city), Georgia (state).

M. Wills
Signature of Applicant

M. Wills
Printed Name of Applicant

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
14 DAY OF August, 2014

Debbie C Garrett
NOTARY PUBLIC
My Commission Expires:

DEBBIE C GARRETT
NOTARY PUBLIC
DEKALB CO., GEORGIA
MY COMMISSION EXPIRES
SEPT 8 2015

APPLICATION PACKAGE CHECKLIST

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

- ☑ An Application Package includes an original and two copies of the following items:
  - ☑ **APPLICATION COVER SHEET** (Use the form on pages 4-5; the form may not be altered in any way).
  - ☑ **CHARTER APPLICATION** (Your answers to the questions posed on pages 7-14).
    - ☐ The Application is limited to 75 double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school's name and a footer showing consecutive page numbers.
    - ☐ The original must be signed in blue ink. Stamped signatures will not be accepted.
  - ☑ **ASSURANCES FORM AND SIGNATURE SHEET** (Use the Assurances Form and Signature Sheet below on pages 15-18; the Form and the Sheet may not be altered in any way).
    - ☐ The original must be signed in blue ink; stamped signatures will not be accepted.
    - ☐ Electronic copy of assurances must be signed. Blank copies will not be accepted.
  - ☐ **DOCUMENTATION OF VOTE **CONVERSIONS ONLY*** (Use the form on page 19)
    - ☐ The original must be signed in blue ink; stamped signatures will not be accepted.
  - ☑ **EXHIBITS** (See list of required Exhibits below on page 20).
    - ☐ Required Exhibits should be as limited in size as possible.
    - ☐ All Exhibits must be tabbed.
- ☑ Your Application Package must be bound by a binder clip; do not enclose your Application Package in a notebook, binder, or folder.
- ☑ Your Application Package must also include a single CD or USB drive that includes a:
  - ☐ Microsoft Word version of your Application Cover Sheet
  - ☐ Microsoft Word version of your Application and Exhibits
  - ☐ PDF Version of your application in the following order: Cover Sheet, Application, signed Assurances Form, and Exhibits
  - ☐ PDF version of your Governance Matrix
  - ☐ Excel version of your completed Budget Templates
  - ☐ Renewals only – an Excel version of your completed Self-Assessment

ASSURANCES FORM AND SIGNATURE SHEET

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 DeKalb Academy of Technology & the Environment, Inc, 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 Board of Education on the day of , 201_.

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.

M Wells	8-14-15
Authorized Representative, Charter School	Date
Lillie Pleasant	8-14-15
Chair, Local Board of Education	Date

Charter Information & Petition Questions

Name of Proposed Charter School: DeKalb Academy of Technology and The Environment ("D.A.T.E.")

Check one:
___New Start-Up
_X_Start-up renewal
___College & Career Academy
___New Conversion
___Conversion Renewal

If renewal, when was the original charter term start date? _____2005
If renewal, for how many charter terms has the school been in existence? ___3____

Name of the Georgia nonprofit corporation that will hold the charter, if granted:

__DeKalb Academy of Technology & the Environment, Inc.

Contact person: Dr. Maury Wills (Name) CEO/Headmaster (Title)
Contact address: 1492 Kelton Dr. Stone Mountain GA, 30083

Telephone number of contact:

E-mail address of contact: ____
Grade Levels Served: K-8

Ages Served: 5-14

Proposed Opening/Renewal Date: July 1, 2016

Proposed Charter Term: 5 years

The Petitioner should indicate all grade levels to be served each year during the charter term. For each year of the charter term, please indicate the maximum number of pupils the charter school plans to serve each school year.

Year/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-2017	66	75	75	75	96	96	96	96	96	NA	NA	NA	NA	771
2017-2018	66	75	75	75	96	96	96	96	96	NA	NA	NA	NA	771
2018-2019	66	75	75	75	96	96	96	96	96	NA	NA	NA	NA	771
2019-2020	66	75	75	75	96	96	96	96	96	NA	NA	NA	NA	771
2020-2021	66	75	75	75	96	96	96	96	96	NA	NA	NA	NA	771

Eligible School Checklist

A charter school petition may not be submitted by home study programs or schools, existing private schools, sectarian or religious schools, or private for-profit schools.

An applicant can demonstrate that their petition does not involve the conversion of an existing private school by answering NO to all of the following:

a. Will your proposed charter school have the same or substantially the same board of trustees and/or officers as an existing private school? [X] No [ ] Yes

b. Will your proposed charter school employ a substantial proportion of employees who will be drawn from an existing private school? [X] No [ ] Yes

c. Will your proposed charter school receive a substantial portion of the assets and property of an existing private school? [X] No [ ] Yes

d. Will your proposed charter school be located at the same site as an existing private school? [X] No [ ] Yes

e. Will the private school close within one year of establishment of your proposed charter school? [X] No [ ] Yes

f. Will a substantial portion of your proposed charter school's students be drawn from the existing private school? [X] No [ ] Yes

If you answered "yes" to any of the questions above, your proposed school is not eligible to become a charter school with DeKalb County.

Index

EXECUTIVE SUMMARY 1

I THE CASE

1. Why do you want a charter? 4

II ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. What are your school's performance objectives for the proposed charter term? 9

3. How will the charter school governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals? 10

4. What specific actions will the school's management, instructional leadership; faculty and staff take to ensure student performance objectives are met during the proposed charter term? 19

5. What are the school's plans for educating special populations? 32

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. 32

7. Describe how the charter school 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. 34

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 Elementary and Secondary Education Act/No Child Left Behind. 35

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. 35

10. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). 35

11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. 36

12. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines? 37

III ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

13. State the school's Organizational Goals and Measures. 37

14. What specific actions will the school take to achieve its organizational performance objectives? 39

15. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines? 40

IV GOVERNANCE

16. Describe how an autonomous governing board will make decisions for the school. 40

17. Grievances 47

18. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4). 48

19. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix. 48

20. In the appendix, please provide the proposed charter school's bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter school's mission and non-profit status and should include: 48

21. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member. 48

V CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

22. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit. 49

23. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section). 49

VI FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

24. State the school's Financial Goals and Measures. 49

25. What specific actions will the school take to achieve the financial performance objectives? 52

26. Fundraising or Other Sources of Income 52

27. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines? 54

VII STUDENT ADMISSIONS

28. How will students be admitted to the charter school? 54

VIII FACILITIES

29. Describe the school facility that the charter school proposes to use. 57

30. Does the charter school have an MOU for the facility pending charter and facility approval? 58

31. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility? 58

32. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility? 59

IX STUDENT DISCIPLINE

33. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy. 59

X OTHER INFORMATION

34. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school. 61

35. State whether the charter school will provide food services (including participation in the National School Lunch Program). 61

36. Provide information on the school's legal representation or counsel. 62

37. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. 62

38. Additional information 63

39. Letter of Assurances 64

Executive Summary

a. **Brief Synopsis of the School:**

D.A.T.E. opened its doors as a DeKalb County charter school in the fall of 2005. During that 10 year history, it has had its charter renewed three times. Much has happened during those 10 years. The school has expanded from a K-7school serving 175 students, to a K-8 school serving nearly 750 students. The school expects to grow to its target enrollment of 771 students by as early as the 2016-17 school year. While adding to its student enrollment, D.A.T.E. has continued to be in demand and has maintained a long waiting list each year. Even with 743 students enrolled for this fall, D.A.T.E. still has over 300 students on its waiting list and maintains a waiting list in each grade.

D.A.T.E. is a highly unique and innovative school and the only one of its kind (k-8) in DeKalb County and the State of Georgia to have a dual environmental and technology focus. It has its own curriculum that has been developed over the past 10 years by its staff, our community partners, and a number of external and internal education experts. That curriculum carefully infuses both technology and environmental concerns throughout all subject matters. Not only does the curriculum meet all state and local curricular standards and include technology and environmental concerns, it does all of that seamlessly and in a way that demonstrates the interconnectedness of the core academic subjects and technology and a concern for the effects of that technology on the local and global environment.

b. **Performance Overview:**

i. **Academic P erformance, Student Growth, & CRCT/ Georgia Milestones Scores:**

The most recently filed D.A.T.E. Accountability Spreadsheet is attached as Appendix A. This shows the progress toward the charter goals during the current charter term up through the 2013-14 school year. As that spreadsheet shows, D.A.T.E. met 87 of its 105 specific targets during that three year period (83%). The reasons for any goals not met are explained in section c. of this Executive Summary but they include: Clerical mistakes on GKIDS reporting; CRCT pass rates in the upper 90% range during years when No Child Left Behind required 100% pass rates; and, strategic decisions by D.A.T.E. to go in a different direction in terms of technology acquisition than was originally envisioned.

D.A.T.E. made AYP during each year of the current charter term. With respect to CCRPI scores D.A.T.E. has had scores that exceeded the overall DeKalb County average at both the elementary and middle school levels for the 2012, 2013 & 2014 testing cycles. 2015 CCRPI results were not yet available at the time this petition was being prepared. A table showing how D.A.T.E.'s CCRPI scores compare to both the DeKalb County and State averages over that three year period is attached as Appendix B. Also in Appendix B is a table showing 2014 CRCT scores for all grades and subjects comparing the meets and exceeds rates at D.A.T.E. to the district and state averages. Out of the thirty tests shown on that table, D.A.T.E. students fared better than the district average every time and did better than the state average 24 times. Of the six times the D.A.T.E. students passed at a lower rate than the state average, 4 times the D.A.T.E pass rate was within 1% of the state average.

ii. **Governance:**

D.A.T.E's Governance Structure has been very effective in establishing a shared governance approach with one voice and allegiance to the charter's mission, goals, and objectives. With

active monthly meetings throughout the year, board meetings are scheduled to review the monthly budget, targeted objectives, and a review of the schools action plan, academic performance as well as organizational goals. As a highlight of the boards' fiscal responsibility and accountability, Standard and Poor's Financial Services rated the governing board as highly functional, accountable, and structurally sound. Because of the fiscal accountability and shared governance and impeccable oversight, the school was provided with the first of its kind in Georgia, a Rated B+ Bond to a charter school with over a 7 million dollars loan to purchase, renovate, and expand existing faculty and property.

The stability of the board has been one of the greatest assets to the maturity and growth of D.A.T.E. With a nine member board with the majority seats being held by parents, D.A.T.E. continues to be a parent driven school with students being a focus and priority. In order to provide adequate support and guidance to our theme and mission, the environment and technology, experts from the community and business agencies have been appointed to the board. The Board of Directors' skill-set and knowledge span from members who work in legal affairs as a Judge, City of Atlanta Legal Department Supervisor, Federal Environmental Air Protection Enforcer, Technology Engineer Executive, Retired Superintendent, Self Employed Entrepreneur, Domestic Engineer and PTO President.

The culmination of proficiency in governance for the academy has been built on adequate training and development, consistent accountability and oversight, and a genuine desire to support the leadership of the school in any way possible, while still holding them accountable. Much of the D.A.T.E. leadership team has been in place since formation of the school. D.A.T.E.'s leadership team consists of a C.E.O., Principals for Elementary and Middle Schools, A Director of Curriculum and Instruction, and Dean of Students. Leadership has been stable at D.A.T.E., with all leadership team members having at least 5 years of tenure with D.A.T.E. With stability in leadership as well, the school community of parents and students continue to work together to improve the teaching and learning conditions to develop and accelerate D.A.T.E. as an outstanding learning community.

iii. **Fiscal Knowledge & Responsibility:**

The governing board and school administrators have been fiscally responsible throughout the years as evidenced by the financial performance from 2006 to 2015 by managing the resources available. The schools revenues have exceeded its expenses regularly resulting in an increase in net position from $196,010 on June 30, 2006 to $1,879,677 on June 30, 2015. The school has operating cash reserves of $1,688,071 as of June 30, 2015. In addition, the school's bond cash reserve of $603,916 as of June 30, 2015 exceeds the bond requirements. The school has been able to maintain operating cash reserves of at least 60 – 100 days normal operating expenses.

In August 2011, the school purchased a building using proceeds of bonds. The school has met all bond covenants requirements, continues to maintain its bond rating, and has not defaulted on any aspect of the loan agreement. The school succeeded in implementing an After and Before Care program that continues to be a revenue generating source that has enhanced the financial stability of the school. The program has seen significant increase from yearly revenue of $36,438 in 2006 to $219,500 in 2015. All these efforts are a result of sound financial decisions and monitoring implemented by both the governing board and school administrators.

The governing board and school administrators have exercised sound monetary policies by cutting spending and raising other sources of funds to ensure that the financial position of the school is solvent. The governing board and school administrators have strongly monitored, both capital and operating budgets, focusing on management control and performance measurement aspects. In all, the governing board and school administrators have handled financial challenges such as the slow economy and shrinking public education dollars in a fiscally responsible way,

which has allowed the school to weather the economic storm and continue to serve students with a quality educational program. The governing board and school administrators will continue to improve their fiscal knowledge by receiving fiscal training in their next strategic meeting that will enhance their fiscal knowledge.

The school's CFO is a seasoned and effective leader who has demonstrated excellent corporate financial competency, strong strategic vision, problem -solving abilities, strong understanding of school operations, and a results oriented mindset. The CFO communicates effectively with the governing body, creditors and regulatory agencies, and provides critical leadership in formulating plans to secure the school's financial future. He has led in formulating the financial success of the school as the first Charter School in Georgia to secure rated bond financing. D.A.T.E.'s current CFO has been with the school since 2006

PTO fundraising has contributed significantly to the school's fiscal responsibility and accountability. Over the past ten years, the PTO group has contributed at least $30,000.00 yearly to funding efforts to improve instruction, moral and team building, and school spirit.

Because of the so many events and activities, as well as fundraising opportunities, PTO has contributed to purchasing audio and visual equipment, a performing stage, bleachers, and contributes direct financial support to many clubs and organizations to support traveling within DeKalb County as well as outside the state. Their financial support has led the faculty and staff to enhance and recreate learning expeditions, improve the garden and technology focus with added materials and supplies to further increase collaboration between parents and the faculty and staff. There is no doubt, that all parties: the Board, school leadership, teachers, parents, and students have all helped ensure D.AT.E. is fiscally sound and making the educational difference!

c. **Objectives not met:**

The Accountability Spreadsheet attached as Appendix A shows that the school met or exceeded most of its charter objectives. There are a few exceptions. The most notable exception is the poor scores on the 2013-14 GKIDS assessment. However, that was not a result of poor performance by the students, but rather a result of the teachers accidentally omitting one step in the reporting process, which led to not all sections of the assessment being properly reported. In addition, there were a few occasions where student achievement fell short of the lofty goals required under the former standard of the No Child Left Behind Act where 100% passing rates were expected in the targeted subjects of Reading, English, and Math. In most of those cases D.A.T.E. students did not miss the target by much and often passed the assessments at rates ranging from the mid-eighties to upper nineties.

The one financial/organizational objective that was not met was the goal to increase the number of wireless laptop carts from 8 up to 24 during the 2013-14 school year. The reason that objective was not met was not because of a lack of finances, but rather as a result of a strategic decision by the school to move toward even more portability by increasing the number of tablets (IPADS). This change in strategy was made to keep up with the increasing demand for more portable but still powerful devices and can be seen on the Accountability Spreadsheet in the fact that the number of portable devices obtained far outpaced the stated objective while the acquisition of laptop carts remained static.

d. **Breach of Contract Notice**.
e. **Termination proceedings**.

These two sections are not applicable as D.A.T.E. did not receive any breach of contract notice during the current charter term and termination proceedings have not been commenced against the school.

I. THE CASE

1. Why do you want a charter?

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

DeKalb Academy for Technology and the Environment (D.A.T.E.) has been operating as a DeKalb County Charter School since 2005. We have been acknowledged as providing a high quality education for the students we serve and we want to continue to provide and improve upon that level of service. However; the reasons for submitting this renewal go much deeper than that.

Our school moto "Learning with Relationships, Relevance, and Rigor" summarizes why D.A.T.E. was founded and why we want to continue operating as a DeKalb County charter school. There are many specific examples set forth in this application for how D.A.T.E. has put down roots in the local community over the past 10 years. We have worked hard to establish those relationships with students, families, local businesses and non-profit organizations and those relationships are one of the keys to our success so far. D.A.T.E. offers a unique and highly relevant curriculum that has been developed over the course of the charter and that continues to evolve as the technology we use and the potential impact of that technology has changed over the years. The curriculum incorporates all of the Georgia standards but the specific content and the general context of the curriculum is unique to D.A.T.E. The success of the students we have been able to serve over the years demonstrates the rigor of the D.A.T.E. curriculum. That history of student success and the desire to see it continue and expand are the primary motivating factors behind the desire to continue to operate this school.

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

As a start-up charter school, the most important answer to this question is that D.A.T.E. cannot exist without a charter. One of the primary purposes of start-up charter schools is to provide options that are different from what is offered in other public schools in the area. In this way, students have choices as to what type of learning environment will work best for them; how large of a school do they prefer; what type of campus is attractive to them; etc.

Beyond the ability to exist and provide options for families, having a charter allows D.A.T.E. to operate with a great deal of flexibility. This is important because it allows D.A.T.E. to respond to changes in student populations; curricular requirements; and, technological advances among other things with a much more localized and immediate response than might be possible if responses to a changing environment were the primary responsibility of a large school system that has to consider such changes not only from the perspective of a single K-8 chartered public school but from the perspectives of dozens of schools serving different areas of the county within communities that may not all be affected equally or in the same way by these changing environments.

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

Involvement in the Renewal Process.

Parents, members of the community and other interested parties have been heavily involved with the creation of this school and have continued to be extensively involved in the subsequent renewal processes. In fact, the initial creation of the school was driven primarily by parents, who were dissatisfied with their then current public school options. That group of parents undertook an investigation of other options that might be available to them. They discovered that the Arabia Mountain Heritage Area Alliance had for years contemplated the establishment of a school,

which would be able to take advantage of the unique educational opportunities presented by Arabia Mountain. In conjunction with the Alliance, these parents began exploring the possible development of such a school. The Alliance was quite supportive, and provided the interested parents with considerable information and resource banks relative to this type of school. Additionally, intrigued with the idea of a school, which seeks to teach accommodation of business growth with protection of the environment, Old Castle Materials d/b/a Southeast Aggregates contributed $50,000 towards start-up costs, including the development of the curriculum and original charter petition.

In an attempt to increase parental input of the charter objectives, information concerning 4 areas of the renewal process, was extended to the online and virtual communication and feedback of parents as stakeholders via twitter, Facebook, email, Renweb parent portal, and school's website. Those four areas – in which parents/guardians have been involved in the renewal process of the school by participating in renewal committees - are:

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

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

Continuing Involvement

Parents, members of the community and other interested parties will be involved in the school as follows:

1. Parental involvement: Parents play an active role in this school, from service on its board, to participation as volunteers in and out of the classroom, membership in a Parent Teacher Organization, and service on various committees as may be established by its Board. In fact, the D.A.T.E. By-laws require that six of the nine members of the Board of Directors shall be parents or guardians of one or more students who currently attend D.A.T.E. Parents also play a day-to-day role in actively supervising the progress of their children, by participating in required at-home projects, by attending school performances and events, and in transporting them to and from school. Parents also assist in the process by which the school's performance will be assessed on an annual basis via annual stakeholder surveys.

2. Community involvement is to be extensive. The D.A.T.E. By-laws require that three members of the Board of Directors must be community members who are experts in three relevant fields. First, one member must be an expert in the education field. Second, one member must be an expert in the technology sector in Georgia. Third, one member must be a community member who is a leader in working to protect the environment and has a connection to the technology industry as well. On-going curriculum development has occurred in conjunction with consultation with the Arabia Mountain Heritage Area Alliance, which also will help in grant applications. Arabia Mountain literally serves as an "outside classroom", providing students with an opportunity for hands-on study of geological formations; endangered species; archaeological sites; preserved homes, buildings and similar manmade features which are historically significant; and similar matters.

3. Industry likewise has supported the school. The quarrying process itself is rife with educational opportunities, from understanding the geological implications; to the effects of technological breakthroughs upon industry, the importance of rail, the nature of local vs.

international markets, etc. Representatives of these industries and local environmental clubs have been assisting the school both financially and educationally since its creation and continue to do so. More details about many of these community partnerships are contained in sub-sections iii and iv of this section below.

i. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.

The community support for the school is evident as the sole elementary/middle school education entity that concentrates on a dual learning focus of technology and the environment, which is paramount in today's society. With partnerships, new and old, Georgia Perimeter College, Piedmont Technical College, Chattahoochee Nature Center, Stone Mountain Park, Honeywell, Inc. and more importantly, our parents in the community; we are evolving into becoming an environmentally and technologically conscious community, a commitment which is necessary in order to provide children with a global education and inspire the next generation of conservation leaders and techno builders.

As a major recycling hub for the community, D.A.T.E. has empowered its citizens to not only recycle clothes, plastic, and paper, but also grease. D.A.T.E. has established a county-wide pick up service for recycling cooking oil, which is then recycled into Biodiesel. As an environmental learning institution, sustainability is further promoted with ongoing seminars, lessons, and classes offered and sponsored by D.A.T.E., Chattahoochee Nature Center, DeKalb Watershed Department, Arabia Mountain, and Gwinnett Heritage Center, and Stone Mountain Park. Our community is learning to become sustainable, with producing organic food- in the community garden as well as fish in its Aquaponics commercial tank. In an era where more and more children are disconnected from nature D.A.T.E. sees the importance of investing in environmental education and outdoor learning for the community.

The community is aware of the needs of their children and citizens with a level of modernization-technology trained and exposed, which can contribute to the quality of life for all. The community has rallied behind supporting the school with such a focus due to the evolution of technology and its ever-changing spectrum. The community realizes the importance of the workforce and that a significant percentage of that workforce will be filled with technology trained and capable individuals. For this reason, the children in the community must be able to globally compete with technology standards, innovations, and development that are in like communities as well as varied and diverse communities.

These technology contributions at D.A.T.E. can be seen at very early ages with students exploring technology at high -levels using coding to learn problem solving, business development, leadership, and public speaking. By offering a complex and rigorous technology curriculum in the areas of robotics, coding, typing, and web design, technologies present will and have supported student learning as intellectual tool kits that enable our students to build more meaningful personal interpretations and representation of the world—real world connections, while supporting the economic development of its community with producing technical literal contributing citizens in Stone Mountain and Georgia.

ii. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.

As a charter school seeking renewal rather than initial approval, we do not have a petition or other demonstration of hypothetical desire to send children to the school but rather a history of enrollment and waiting list growth. The table below shows how the school has grown in terms of enrolled students during the current charter term while maintaining a healthy waiting list. In addition, a good summary of the level of engagement by parents and community members is described in subsection c. above and in several other parts of this application.

Year	Actual Enrollment	Waiting List
11-12	589	420
12-13	666	510
13-14	708	409
14-15	738	416
15-16	745	385

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

iv. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.

D.A.T.E. has formed valuable partnerships with environmentally conscious entities, such as The Gwinnett Heritage Center, Stone Mountain Park and the Chattahoochee Nature and Preserve Center. As STEM partners, these organizations have committed themselves to enhancing our students' science, technology, engineering, and mathematics initiatives. Not only are they involved in student development, but teacher professional development. Discussion is underway to create a STEM certification program for teachers in Georgia with the collaboration of the Chattahoochee Nature Center and D.A.T.E. faculty and Staff. Other viable partners in education that truly provide academic support and enhancement for not only the student body, but the school stakeholders, include Lego Builders Bunch, Shred Green, Curbside Recycling, and Dr. Pepper Snapple-Group. The various organizations have provided a varied means of support for the school. From supporting our biodiesel program and oil curbside pickup to our community student playground and paper recycling initiatives, we are truly getting the community involved in our mission.

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

The mission of the DeKalb Academy of Technology and Environment, Inc. (D.A.T.E.) is to educate a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum.

The school's mission supports the legislative intent to increase student achievement though academic and organizational innovation of its curriculum by linking Georgia's content standards with in depth information about technology and the environment to demonstrate and improve the effectiveness of education overall, boost enthusiasm for learning, decrease discipline and attendance problems, and produce students capable of making real-world decisions which necessarily implicate dwindling environmental resources. In addition, the school fosters a sense of community pride and commitment by virtue of studying unique aspects of South DeKalb County geologically and by virtue of its natural resources, the interrelationship of same with historical and emerging technology and business, and its predominantly African-American

community.

At D.A.T.E., we believe that South DeKalb County presents unique learning opportunities due to its geology, natural resources, historical significance and demographics. The extensive quantities of granite monadnock formations in this area; the existence of Soapstone Ridge and natural, but now often threatened flora and fauna associated with such formations; the inherent, historic relationship between the existence of granite and settlement patterns; and the role played by quarrying and other industries related to the geology and geography of this area in the development of not only DeKalb County, but of the southeast; provide a unique microcosm for study which may be infused throughout an entire educational curriculum. Core and other curriculum requirements relative to science, math, history, social studies and even English become all the more interesting when tied to a local issue a student personally can witness. Additionally, emphasizing the interrelationship between natural resources and development in a proactive manner, particularly when demonstrated in a very local manner, will educate students to act responsibly in a technology-driven world, which rapidly is approaching severe environmental limitations. As early as kindergarten and continuing throughout the highest grade level offered by the school, its students will possess increased knowledge about the environment and technology so as to be capable of assessing and weighing the various sides of technological/environmental clashes.

e. Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD. Please see Board Policy IBB.

The greatest example of what D.A.T.E. offers that is not offered by any other school is the school's curricular focus. In fact, the D.A.T.E. curriculum is unique to D.A.T.E. and has been developed by the staff at D.A.T.E. along with external education experts and D.A.T.E.'s community partners over the course of the past 10 years.

All D.A.T.E. students are required to take a technology course and an environmental course. Both courses are performance based, and consistently incorporate other disciplines for successful completion of performance learning and assessments. The academic rigor of both courses is reflected in their intent to increase knowledge and expand creativity and interest.

Teachers at D.A.T.E. have completed Fernbank Master Gardening Certifications and have been able to expand their knowledge regarding habitats, animals, and environmental resources. Onsite trainings have varied throughout the years. D.A.T.E. chooses environmental themes each year to expose to its students. Each theme is introduced by Environmental Coaches. Coaches work with teachers as needed throughout the thematic unit creating hands on activities and culminating projects that can be used in all core areas. Technology Coaches are also available to help teachers expose students to the use of technology and engineering projects.

More information on our unique educational program can be found in section II.4. on pages 20 - 28.

II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. What are your school's performance objectives for the proposed charter term?

a. As background for your answer to this question, please see the CCRPI and Beating the Odds goals (Attachments A and B) and review the PowerPoint found on the GADOE's Charter Schools Division's website. These goals will be included in your charter contract.

b. In your answer to this question, you will list the specific areas you will target to achieve your CCRPI and Beating the Odds goals.

c. For example, you may choose to target Math or ELA to raise your overall CCRPI score – because your current Math or ELA scores are dragging your CCRPI score down.

d. As a way to be competitive on Beating the Odds, you may also choose to focus on closing the gap in your school between educationally advantaged and educationally disadvantaged students – or you may choose to ensure gifted students are well-served, since average-performing gifted students will lower your Beating the Odds ranking compared to schools and districts with high-performing gifted students.

e. Indicate the expected rate of student performance growth in each year of the proposed charter term.

f. You are encouraged to include all or some of the components of the current draft of the Georgia Department of Education's College and Career Ready Performance Index (CCRPI).

g. You are urged to include cohort measures that show the progress over time of a single cohort of students.

h. You are also urged to include national norm-referenced test results among your performance measures.

i. Be specific, measurable, attainable, relevant, and time-based (SMART).

Academic Performance Objectives:

1. D.A.T.E students will demonstrate improvement on the student performance portion of the CCRPI, as determined by the Georgia Department of Education.

Measures:

a. D.A.T.E. will have CCRPI scores at both the elementary and middle school levels that will exceed state and district averages for each year of the charter renewal term.

b. From baseline date gathered from the CCRPI, during the 2015-2016 school year, the number of D.A.T.E. students demonstrating typical and high growth will increase by 2% in the specific areas of fourth and fifth grade mathematics each year of the renewal term.

c. From the performance data gathered on the CCRPI, during the 2015-2016 school year, the number of D.A.T.E. elementary students demonstrating typical and high growth in the African American subgroup will increase by 2% each year of the renewal term.

d. From the performance data gathered on the CCRPI, during the 2015-2016 school year, the number of D.A.T.E. students demonstrating typical and high growth in the economically disadvantaged subgroup will increase by 2% each year of the renewal term.

2. During each year of the renewal term, D.A.T.E. will "beat the odds" as determined by the Georgia DOE's formula for measuring expected student growth.

   Measures:

   a. This will be measured by the GADOE using its prescribed rubric.

3. Economically disadvantaged middle school students at D.A.T.E. will demonstrate growth in the area of mathematics each year. D.A.T.E. middle school will assess middle school grade-level student learning using the Star Math Assessment 4 times starting in the 2015-16 school year and monitor student progress.

   Measures:

   Economically disadvantaged students achieving typical to high growth will grow by 2% each year on GA Milestones.

4. Economically disadvantaged elementary school students at D.A.T.E. will demonstrate growth in the area of mathematics each year. D.A.T.E. elementary school will assess grade-level student learning using the My Math Online Assessments three times a year, and analyze the item analysis report for students to differentiate instructional practices.

   Measures:

   Economically disadvantaged students achieving typical to high growth will grow by 2% each year on GA Milestones.

3. How will the charter school 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?

D.A.T.E. will follow or adopt the same testing schedule as the local school system in accordance with Training Test Coordinators and the administration of the State mandated tests in following the testing procedures, policies, and rules.

In accordance with its curriculum and goals, and to insure its compliance with the accountability provisions of operation the school shall continue to assess each student to determine their performance level in language arts, mathematics, science and social studies. Additional assessment will be based upon test scores, attendance and discipline as recorded in a student's permanent record at any prior school. This data shall become a part of the annual performance record. The annual performance assessment tools shall be as follows:

1. Administration of the Georgia Milestones Assessments; National Assessment of Educational Progress (NAEP); and, Georgia Kindergarten Inventory of Developing Skills (GKIDS) in the manner required by law. The Milestones Assessments will be

given to students in grades 3 through 8 and NAEP will be administered to grades 4 & 8.

2. Report cards per DeKalb County School System Standards.

3. Project participation and results including:
    a. Political process projects;
    b. Community volunteerism;
    c. Case Studies: Industrial impacts upon environment; and,
    d. Earth Day/Science fair: all grades.

4. Parental and Student polls.

5. Degree of community participation: gifts, guest lectures, sponsorships, etc.

6. Degree of parental participation: Board and other committee service, volunteerism, assistance with at-home projects, attendance at Earth Day Celebration, etc.

7. Disciplinary and attendance records.

8. Teacher in-service education and retention.

9. Written demonstration of alignment of curriculum with targeted objectives of State Standards and benchmarks.

10. Achievement awards.

11. Promotion rates.

The school will comply with all rules mandated by the Georgia Department of Education to verify and measure performance against its goals. On a quarterly basis, each child's performance will be compared to the expected performance improvement to be obtained in that school year. A child showing no learning growth in any quarter will continue to be required to engage in a program specifically designed to improve that performance, including but not limited to extra class work, tutorials, or other needed assistance. For students with disabilities, the progress toward annual goals must be reported on the same schedule as students in the general population.

Teachers shall maintain daily records of each child's performance. Unless caused by illness or otherwise excusable circumstances, any child who fails to complete homework shall be required to make it up within 24 hours and his/her parent or guardian sign a note from the teacher acknowledging their awareness that the homework was not completed. Likewise any child who receives a grade of "C" or lower on any test, or on more than 3 homework assignments in any consecutive four week period; shall be required to have a note executed by his/her parent or guardian. Continued performance problems will result in a mandatory parent/teacher conference, as well as special programs as needed. Ongoing failures may result in a more appropriate placement of the child in another class or grade and, ultimately, may serve as grounds for non-promotion. These rules shall not govern students with special needs, who are subject instead to the rules set forth in sub-section 7 of this section on pages 34 - 35.

Additionally, the following specific tools will be used to verify that student performance complies with the school's goals.

1. Test results will corroborate performance objectives. In addition to administering all state and locally required assessments D.A.T.E. will use grade and subject level tests that are carefully crafted to assess students' knowledge not only of the state performance objectives but also of the unique areas of the D.A.T.E. curriculum.

2. Report cards will be the result of daily monitoring of student performance and effort, projects, homework and tests, and will reflect improvement as subjects are mastered. Every child will receive these report cards on a quarterly basis.

3. A portfolio or other affirmative demonstration will confirm that either individually or in small teams students have participated or been involved with a political process, in some manner have volunteered meaningfully in an environmentally-related program, and/or have completed an age-appropriate case Study relating to an industrial/technological impact upon the environment. 100% of all children in each grade will participate in these projects during each year of the renewal term.

4. Parental polls will be conducted at the end of each school year as to the effectiveness of the program. It is the School's goal for 90% or greater parental satisfaction with the school. Excluding departures due to transfer or other unavoidable withdrawal, the school's goal is to see at least 90% student retention after each year of operation. Students will be polled beginning in third grade. The school's goal is that each year at least 90% of its students will want to return after each year.

5. Community participation will be measured by charitable contributions, involvement in classroom activity, partnerships with local and regional DeKalb County-based businesses, assistance or encouragement from DeKalb government officials, and the School's general reputation in the community.

6. Disciplinary and attendance records also will be kept on a daily basis per child. The academy will be connected by Infinite Campus to the DeKalb Board and will comply with its regulations for submission not only of daily attendance records, but of FTE count reports, grades, individual student record data, student class schedules and certified Staff records.

7. All teachers will be required to engage in pre-service training by use of programs provided by the National Project for Excellence in Environmental Education or a similar project about the history and philosophy of this curriculum; how to find resources relevant to the curriculum, including books and Internet-based resources; and approaches to teaching this curriculum. A minimum of 16 hours of such training will be required of all teachers prior to assuming their positions. On an on-going basis, the goal is for teachers to have in-service training of at least 20 hours per school year. A minimum of 10 hours of such training shall relate to teaching an environmental/technological curriculum. Additionally, the school shall purchase and have available for faculty use the NPEEE's publication entitled "Environmental Education Materials: Guidelines for Excellence"; The Environmental Education Collection A Review of Resources for Educators; and the "Biodiversity Collection" produced by the World Wildlife Fund. Training records shall establish compliance with this goal. Documentation of training will be forwarded to the Local Board quarterly. Teachers who do not satisfy these requirements, absent just cause, will not be rehired. Teacher retention rates also will demonstrate the faculty's understanding of and commitment to the curriculum. Our goal is to achieve at least 90% teacher retention in each year of operation.

8. Written demonstration of alignment of targeted objectives. This requirement is initially satisfied by way of the document attached to the Charter Petition as Appendix C. This

curriculum will be updated as appropriate, and any such updates shall be identified in the Annual Report.

9. Benchmarks have been established and demonstration of compliance will be provided in the Annual Report. D.A.T.E. Benchmarks are designed to help educators understand the critical elements of high achieving and equitable schools with focusing on the Student performances, Standards, and frameworks. Implemented benchmarks at D.A.T.E. are designed with the focus of students mastering the Georgia Performance Standards and the Environmental and Technology Standards that are provided in the curriculum by the school. These academic Benchmarks are analyzed weekly by teachers and administrators through a process call "DAFY" –Data Accumulated for Year. The DAFY forms include informal and formal assessments that measure the above mentioned Standard, which is then discussed and shared with teachers, administrators, and parents. Students who do not meet benchmarks weekly are redirected, retaught and assessed in various methods/ways until proficiency of 85% is met.

   The academy is currently reviewing its benchmarking and revising the benchmarking indicators to not only include Georgia curriculum Standards and the school's technology and environmental standards, but to include more **Classroom Practices** and **Organizational Practices**:

   Classroom Practices, which will focus on instruction and address the question, "What does a high achieving and engaging classroom look like?" by sharing how each practice is reflected in teacher work and student outcomes.

   Organizational Practices which will be the school-wide practices that support and enable the Classroom Practices.

   Benchmark Indicators that the school is currently reviewing will consist of

- Cultural Responsive Pedagogy,
- Differentiated Instruction,
- Essential Questions,
- Habits of Mind and Heart,
- Interdisciplinary Curriculum,
- Family Engagement and Community Partnership, and
- Transformational Leadership.

10. Achievement Awards: At the end of each semester, children who received a 3.0 average or better will receive recognition at an honor's assembly. Students with 3.5 average or better will receive an award of special distinction at the assembly. The school projects that 80 % of it students will receive an honors award in each year of operation.

11. Promotions: It is anticipated that 98% of all students will be promoted to the next grade level.

12. Audits by Local Board: The school welcomes periodic audits of its performance by the Local Board, and requests for information concerning financial matters, teacher certification/retention, pupil enrollment and performance will be honored as soon as possible after a request for same is made. In-class observation also shall be allowed on a monthly basis beginning in October of each school year, provided same will not disrupt the lesson plan for the day of inspection.

b. Describe how the school will obtain baseline achievement data.

Since D.A.T.E. will have been in existence for 11 years when the new charter term commences, we will have a long history of baseline data. Baseline data for the first year of the new charter term will consist of assessment data from the 2015-16 school year for returning students and new students who are transferring in from other Georgia public schools.

For new students without baseline data, that will be gathered both at the end of the student's first year at D.A.T.E. (assuming they are in a grade that has required state assessments) and throughout the year on the items for which ongoing assessment data is collected by the school.

c. Describe how the school will benchmark student growth.

D.A.T.E. Benchmarks are designed to help educators understand the critical elements of high achieving and equitable schools with focusing on the student performances, standards, and frameworks. Implemented benchmarks at D.A.T.E. are designed with the focus of students mastering the State Standards and the Environmental and Technology Standards that are provided in the curriculum by the school. These academic Benchmarks are analyzed weekly by teachers and administrators through a process call "DAFY" –Data Accumulated for Year. The DAFY forms include informal and formal assessments that measure the appropriate standard, which is then discussed and shared with teachers, administrators, and parents. Students who do not meet benchmarks weekly are redirected, retaught and assessed in various methods/ways until proficiency of 85% is met. For non required state assessment tested grades and subjects, student benchmark data will be measured by their Student Learning Objectives (SLO) of pre- and post-tests.

The academy is currently reviewing its benchmarking and revising the benchmarking indicators to not only include State Standards and the school's technology and environmental standards, but to include more **Classroom Practices** and **Organizational Practices**:

Classroom Practices, which will focus on instruction and address the question, "What does a high achieving and engaging classroom look like?" by sharing how each practice is reflected in teacher work and student outcomes.

Organizational Practices which will be the school-wide practices that support and enable the Classroom Practices.

Benchmark Indicators that the school is currently reviewing will consist of

- Cultural Responsive Pedagogy,
- Differentiated Instruction,
- Essential Questions,
- Habits of Mind and Heart,
- Interdisciplinary Curriculum,
- Family Engagement and Community Partnership, and
- Transformational Leadership.

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

In accordance with its curriculum and goals, and to insure its compliance with the accountability provisions of operation the school shall continue to assess each student to determine their performance level in language arts, mathematics, science and social studies. Additional assessment will be based upon test scores, attendance and discipline as recorded in a student's permanent record at any prior school. This data shall become a part of the annual performance record. The annual performance assessment tools shall be as follows:

1. Administration of the Georgia Milestones Assessments; National Assessment of Educational Progress (NAEP); and, Georgia Kindergarten Inventory of Developing Skills (GKIDS) in the manner required by law. The Milestones Assessments will be given to students in grades 3 through 8 and NAEP will be administered to grades 4 & 8.

2. Report cards per DeKalb County School System Standards.

3. Project participation and results including:
    a. Political process projects;
    b. Community volunteerism;
    c. Case Studies: Industrial impacts upon environment; and,
    d. Earth Day/Science fair: all grades.

4. Parental and Student polls.

5. Degree of community participation: gifts, guest lectures, sponsorships, etc.

6. Degree of parental participation: Board and other committee service, volunteerism, assistance with at-home projects, attendance at Earth Day Celebration, etc.

7. Disciplinary and attendance records.

8. Teacher in-service education and retention.

9. Written demonstration of alignment of curriculum with targeted objectives of State Standards and benchmarks.

10. Achievement awards.

11. Promotion rates.

e. Explain how the charter school will work with the local school system to participate in all state-mandated assessments. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.

D.A.T.E. will administer all state assessments in accordance with the DCSD testing calendar. It will adhere to all procedures and deadlines in accordance with DCSD and GA DOE policy. D.A.T.E. will be advised and follow the state and federal agencies relative to the assessment program and accountability mandates. D.A.T.E. will adhere to all training /guidance related to the assessment program, assessment data and accountability assessment mandates to all stakeholders.

.

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

The school will comply with all rules mandated by the Georgia Department of Education to verify and measure performance against its goals. On a quarterly basis, each child's performance will be compared to the expected performance improvement to be obtained in that school year. A child scoring below "Meeting Standards" in any quarter will continue to be required to engage in a program specifically designed to improve that performance, including but not limited to extra class work, tutorials, or other needed assistance. For students with disabilities, the progress toward annual goals must be reported on the same schedule as students in the general population.

Teachers shall maintain daily records of each child's performance. Unless caused by illness or otherwise excusable circumstances, any child who fails to complete homework shall be required to make it up within 24 hours and his/her parent or guardian sign a note from the teacher acknowledging their awareness that the homework was not completed. Likewise any child who receives a grade of "C" or lower on any test, or on more than 3 homework assignments in any consecutive four week period; shall be required to have a note executed by his/her parent or guardian. Continued performance problems will result in a mandatory parent/teacher conference, as well as special programs as needed. Ongoing failures may result in a more appropriate placement of the child in another class or grade and, ultimately, may serve as grounds for non-promotion. These rules shall not govern students with special needs, who are subject instead to the rules set forth in sub-section 7 of this section on pages 34 – 35.

Additionally, the following specific tools will be used to verify that student performance complies with the school's goals.

1. Test results will corroborate performance objectives. In addition to administering all state and locally required assessments D.A.T.E. will use grade and subject level tests that are carefully crafted to assess students' knowledge not only of the state performance objectives but also of the unique areas of the D.A.T.E. curriculum.

2. Report cards will be the result of daily monitoring of student performance and effort, projects, homework and tests, and will reflect improvement as subjects are mastered. Every child will receive these report cards on a quarterly basis.

3. A portfolio or other affirmative demonstration will confirm that either individually or in small teams students have participated or been involved with a political process, in some manner have volunteered meaningfully in an environmentally-related program, and/or have completed an age-appropriate case study relating to an industrial/technological impact upon the environment. 100% of all children in each grade will participate in these projects from the initial year of operation.

4. Parental polls will be conducted at the end of each school year as to the effectiveness of the program. It is the School's goal for 90% or greater parental satisfaction with the school. Excluding departures due to transfer or other unavoidable withdrawal, the school's goal is to see at least 90% student retention after each year of operation. students will be polled beginning in third grade. The school's goal is that each year at least 90% of its students will want to return after each year.

5. Community participation will be measured by charitable contributions, involvement in classroom activity, partnerships with local and regional DeKalb County-based businesses, assistance or encouragement from DeKalb government officials, and the

School's general reputation in the community.

6. Disciplinary and attendance records also will be kept on a daily basis per child. The academy will be connected by Infinite Campus to the DeKalb Board and will comply with its regulations for submission not only of daily attendance records, but of FTE count reports, grades, individual student record data, student class schedules and certified Staff records.

7. All teachers will be required to engage in pre-service training by use of programs provided by the National Project for Excellence in Environmental Education or a similar project about the history and philosophy of this curriculum; how to find resources relevant to the curriculum, including books and Internet-based resources; and approaches to teaching this curriculum. A minimum of 16 hours of such training will be required of all teachers prior to assuming their positions. On an on-going basis, the goal is for teachers to have in-service training of at least 20 hours per school year. A minimum of 10 hours of such training shall relate to teaching an environmental/technological curriculum. Additionally, the school shall purchase and have available for faculty use the NPEEE's publication entitled "Environmental Education Materials: Guidelines for Excellence"; The Environmental Education Collection A Review of Resources for Educators; and the "Biodiversity Collection" produced by the World Wildlife Fund. Training records shall establish compliance with this goal. Documentation of training will be forwarded to the Local Board quarterly. Teachers who do not satisfy these requirements, absent just cause, will not be rehired. Teacher retention rates also will demonstrate the faculty's understanding of and commitment to the curriculum. Our goal is to achieve at least 90% teacher retention in each year of operation.

8. Written demonstration of alignment of targeted objectives. This requirement is initially satisfied by way of the document attached to the Charter Petition as Appendix C. This curriculum will be updated as appropriate, and any such updates shall be identified in the Annual Report.

9. Benchmarks have been established and demonstration of compliance will be provided in the Annual Report. D.A.T.E. Benchmarks are designed to help educators understand the critical elements of high achieving and equitable schools with focusing on the Student performances, Standards, and frameworks. Implemented benchmarks at D.A.T.E. are designed with the focus of students mastering the Georgia Performance Standards and the Environmental and Technology Standards that are provided in the curriculum by the school. These academic Benchmarks are analyzed weekly by teachers and administrators through a process call "DAFY" –Data Accumulated for Year. The DAFY forms include informal and formal assessments that measure the above mentioned Standard, which is then discussed and shared with teachers, administrators, and parents. Students who do not meet benchmarks weekly are redirected, retaught and assessed in various methods/ways until proficiency of 85% is met.

g. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.

D.A.T.E. identifies and solves staff and student level challenges in a systematic, assessment data-driven method to ensure that appropriate monitoring and improved achievement is taking place at all levels. The school plan consists of developed policies and procedures to ensure all students will be successful in reading, writing, mathematics, and science by creating a comprehensive process of program assessment and

interventions. During each planning year, teachers participate on school-wide planning committees that meet in grade levels and cross grade level committees to determine the use of academic assessments in order to provide information on, and to improve, the achievement of students as well as the overall instructional program. In addition, the assessment plan includes reviewing formal assessments, such as the CRCT /Milestones, ITBS for grades 1,3,5,7, GKIDS, and informal assessments, such as STAR Assessments, teacher observations, and end of unit tests. The star assessments will include new skills-based test items, in depth reports for screening, instructional planning as well as monitoring. Teachers will have immediate access to skill-specific, actionable data to target students' instruction and practice and will be able to select students' intervention and predict performances on summative exams. In addition, teachers will frequently review the students' historical assessment data, Student Longitudinal Data (SLDS), to observe learning trends, as well as monitoring for students' weaknesses and strengths. Teachers will be able to identify key error patterns on the assessments to modify instructional strategies. The plan will continue to be updated with essential performance data throughout the year. As we reach for our goals in student performance, the 5- Year Action Plans in Reading, Writing, Social Studies, Science, and Math will assist in guiding our efforts in a thorough, planned, research based manner. Annual benchmarks, with summative and formative assessments, within the Action Plan, will specify key instructional and intervention strategies, which are based on best practice and are derived from our students' needs as determined on GCRCT and other school performance data, including informal classroom assessments of observations and classwork.

The weekly assessments conducted by the teachers are provided to parents. Students and administrators, on a weekly basis, are supported through an internal system labeled Data Analysis of Formative Year (DAFY). The DAFY provides very clear data on students who have met the concepts/objectives for the week in a particular classroom. As a benchmark for success, students are required to have a proficiency level of 85% or above. If students have not met the required proficiency level, re-teaching and re-testing is implemented to ensure mastery. As this assessment information is reported to parents, it is also allows parents to remediate at home, thus adding to the instructional support.

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

D.A.T.E. will be fully compliant with the Education Accountability Assessment Programs. We will cooperate with any on-site performance audits that may be conducted pursuant to O.G.C.A § 20-14-35. We will also fully cooperate with the Department of Education with respect to any intervention plan that may be necessary pursuant to O.C.G.A. § 20-14-41 although we are very confident that will not be an issue.

i. Describe how the charter 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.

D.A.T.E. 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. D.A.T.E. has hired a Director of Curriculum, who is a trained and knowledgeable professional who, among other things, oversees the duties of Assessment Coordinator, who is thoroughly familiar with the State Assessment Handbook and State Accommodations Manual, stays up to date on all assessment requirements, and attends all required trainings set forth by the state and the local LEA.

j. Describe how staff from the charter school will attend required test administration training held by DCSD.

D.A.T.E. staff members will receive training from Director of Curriculum/ and or LES staff on guidance and protocol related to assessment programs, assessment data, and accountability mandates.

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

a. Describe the focus of the curriculum. This statement should also discuss any distinctive or unique instructional methods to be used that are research-based and standards driven.

Each grade at the Charter School will contain its own unique focus and tools, as set forth in the curriculum. The school believes that utilizing a unique curriculum will allow and encourage in-depth, hands on study in the very community in which its students will live. It will serve the following goals:

1. Enhance student enthusiasm about learning, so as to perform better academically;
2. Enhance teacher enthusiasm about learning and teaching, so as to bring more innovative instructional Strategies into the classroom;
3. Encourage students to become more involved in their communities, now and as adults, by educating them about complex, real-world issues;
4. Help students gain an appreciation for how their community and natural surroundings relate to one another;
5. Enhance student understanding of the real-world consequences of political decisions, thereby increasing their interest and participation in the political process; and
6. Teach students to act responsibly and consider environmental implications of business decisions.

D.A.T.E. is a distinctive school environment resulting from an educational program based on contemporary research on effective instructional variables. Researchers have found that two of the key foundations of an effective school are a culturally responsive culture and instructional Strategies that foster critical thinking (Brooks & Brooks, 1999; Cochran-Smith, 1997; Delpit, 2006; FoSter, 1997; Fosnot, 2005; Hilliard, 2003; Irvine & Armento, 2002; Ladson Billings, 2002; Nieto, 1999; and Sidle Walker 2001, Wills, 2008). As will be discussed in the following sections, D.A.T.E. thoughtfully incorporates each of these Strategies throughout the learning environment.

Furthermore, teachers at D.A.T.E. are content specialists and actively engage in weekly professional development training, data analysis, and reflective practices (Cadray, 1999 as cited in Irvine & Armento, 2002). The core of the curriculum implementation is driven by a focus on increasing students' critical thinking and cognitive development (Fosnot, 2005).

Another significant condition for an effective school is a culture that encourages and achieves high parental involvement (Jackson & Remillard, 2005). As noted in section 1.c. on pages 4 – 5 of this petition, D.A.T.E. has enjoyed high levels of parental and community involvement in both the development and ongoing operation of the school. In addition, D.A.T.E. has achieved high levels of parental involvement in terms of working with their students both in and out of the

classroom and in attending and assisting with the many special events that are hosted by the school and feature D.A.T.E. students.

As a result, D.A.T.E. offers to the DeKalb County community a school that demonstrates the effectiveness of research-based, educational best practices. Multiple data sources substantiate that students are flourishing in a school community where the intersection of these best practices have contributed to Student social and academic success. The qualitative evidence is suggested by successful students, supportive parents, and an observable school culture of achievement, (D.A.T.E. website and annually produced school video). Wills (2008) examined the school through multiple perspectives and determined that "parents, teachers, and students were satisfied with the charter schools program" (p. 112).

The conceptual framework of D.A.T.E.'s learning community is based on the belief that school culture and instructional Strategies are the necessary foundations to introduce a curriculum that is focused on higher order thinking (Ware, 2008). Therefore, D.A.T.E. is driven by shaping a learning community that creates the conditions for successful instruction of State and National Standards, and not a curriculum that overshadows school culture and quality instruction. Also, the school rejects any curriculum that emphasizes basic skills or a rigid and scripted instruction. This unique school discards the assumption that African American children are "incapable of critical and higher-order thinking and reasoning" (Delpit, 2006, p. 30). Wills' (2008) Study noted that students demonstrated a mastery of "higher-order thinking skills, critical thinking, problem solving and decision making…" (p. 114). Therefore, using contemporary research as a scaffold, the school leadership has designed a distinctive learning community synthesized from a variety of synergetic research theories, best practices, and curriculum models.

Research-Based School Culture and Instruction

Culturally Responsive Constructivism

Ware (2008) identifies the creation of a supportive school culture and constructivist modeled instructional strategies as the critical elements for creating a successful school environment and a proactive solution to raising achievement. This school culture anticipates students' academic and behavioral success for the reason that high expectations for student achievement are entrenched in the ways lessons are taught, comments to students by teachers, and the expectations students have for themselves.

This conceptual framework challenges teachers to create effective learning communities that respect the culture of the students and use cultural references to create effective teacher, student, and class relationships. Building upon the relationships developed through respect of the students' values, beliefs, and ways that they live, teachers can create a class culture that helps students identify and demonstrate effective class behavior and culture. The resulting relationship and class culture is the environment that allows culturally responsive pedagogy to emerge and thrive (Delpit, 2006; Foster, 1997; Hilliard, 2003; Irvine & Armento, 2002; and Ladson Billings, 2002; Ware, 2002).

Constructivist learning supports cognitive development and critical thinking skills and requires learning through experiential and hands-on conditions (Brooks & Brooks, 1999; and Fosnot, 2005). Culturally responsive pedagogy, when combined with constructivist learning theory becomes culturally responsive constructivism (Ware, 2008). The result of intentionally creating a culturally responsive and an intellectually challenging environment is students experience a *culture of achievement.* This construct, culture of achievement is based upon the conceptual framework of a cultural context to teaching and learning (Delpit, 2006; Foster, 1997; Grant and Sleeter, 2008; Hilliard, 2003; Irvine & Armento, 2002; Ladson Billings, 2002; Nieto, 1999; Sidle Walker 2001; Ware, 2006). Further, a culture of achievement is observable and therefore can be

documented through qualitative measures. One indicator is students routinely work to exceed their teacher's expectations. Additionally, students develop and demonstrate an intrinsic motivation and passion for learning. The students are cooperative and supportive of their peers' growth. Teachers and students enjoy the challenging, engaging lessons. This type of exceptional learning community is the goal of DeKalb Academy of Technology and Environment. This can be readily qualified through TKES teacher observations, school climate surveys, and specifically student surveys.

Learning with Relationships, Relevance, and Rigor

The implementation of culturally responsive constructivism at DeKalb Academy of Technology and Environment is achieved through the theme of "Learning with relationships, relevance, and rigor". This theme provides a cohesive and less scholarly mantra for the entire school community to embrace and value. Students, teachers, parents, and the faculty are encouraged to develop caring, productive, and respectful ***relationships*** at DeKalb Academy of Technology and Environment, and is an essential element of culturally responsive pedagogy (Collins, 1990; Beauboeuf-Lafontant, 2002; Foster, 1997; Grant & Sleeter, 2008; Noguera, 2008) professed the importance of authentic care to create academic achievement. The construct of a cultural context of teaching and learning posits that productive, academic learning and instruction will not exist in absence of caring relationships.

Further, Ladson Billings, (1994); Irvine and Armento, (2001) identify the significance of teachers providing explicit connections of academic content to the ***relevance*** in the students' lives or academic growth as a foundation of culturally responsive pedagogy. Delpit (2006) described the creation of critical thinking students, who understood the significance of their education, when the relevance of the instruction was made explicit.

Finally, employing hands on, engaging, constructivist Strategies for ***rigorous*** assignments is vital for a school that emphasizes critical thinking, culturally responsive teaching, and culturally responsive constructivism (Brooks & Brooks, 1999; Fosnot, 2005; Ladson Billings, 1994; Irvine & Armento, 2001; and Ware, 2008). Brooks and Brooks explained instruction that failed to challenge students to think critically and solve problems was not learning, but memorization.

Warm demander teachers

Ware (2008) identifies warm demander teachers as a critical element of culturally responsive constructivism. To examine that concept, research that analyzed culturally responsive teaching was conducted at DeKalb Academy of Technology and Environment during the 2007-2008 academic year. The study inquired into the pedagogy of novice teachers who were trained in culturally responsive constructivism with the purpose of identifying the pedagogy Style that would emerge in a philosophically supportive school environment such as DeKalb Academy of Technology and Environment. The resulting scholarship identified the teachers as ***warm demander*** classroom managers. These teachers illuminated Ware's (2006) initial research on culturally responsive teachers who are also warm demanders, and these teachers revealed classroom management Strategies consistent with the expanding model of the warm demander teacher as noted by Bondy, Ross, Galligane, and Hambaucher (2007) and Brown (2004, 2003). Dr. Ware's Study results were published as part of her successful doctoral dissertation with Emory University in 2002.

In a previous Study, Ware (2006) operationalized the warm demander identified by the work of Kleinfeld (1975), Vasquez (1989) and Irvine and Frasier (1998). Although the representation of the warm demander was explained by Irvine and Frasier through the image of the teacher who would not tolerate a student playing in class, the comparison case studies by Ware provided examples of two teachers who demonstrated observable traits of the warm demander. Thus, Ware

concluded warm demander traits were not unique to Irvine and Frasier's teacher, but rather were evidence of a distinctive pedagogy embedded in culturally responsive teaching and effective teaching research (Irvine & Armento, 2001). The D.A.T.E. novice teachers in Ware's (in press) Study provided rich examples of their synthesis and application of the warm demander construct.

Additionally, the teachers demonstrated a clear intention to preserve their students' dignity and guide their behavior toward the teacher's high academic standards. Thus, the teachers could redirect off task behavior, so they could push the students academically while allowing minimal disruption of the academic purpose. However, redirection was not the only intention, guiding the student to develop self-discipline in order to fully experience academic achievement was the definitive goal.

The significance of the study on the novice teachers, and the emergence of a classroom management model provide additional documentation of a crucial variable of the D.A.T.E. school culture – specifically, self-disciplined students and high degrees of low- level intervention classroom management. Thus, classrooms are observed to be orderly and productive. Attaining a culture of achievement, through culturally responsive constructivist classes, fosters the consequence of a "high level of intellectual engagement, stimulation, and mutual respect, [where] discipline problems are minimal" (Ware, 2008, p. 329). Wills, (2008) also noted the students in the school demonstrated Student self –control and responsibility.

Multiple Intelligences

Gardner (1997) presented his research on multiple intelligences (MI) in 1983 and recently postulated that many teachers take a superficial view of his theory and few educators appreciate the commitment to fully and successfully implement MI. Gardner notes that "MI can be an extremely useful tool-or better-partner- in the process of creating excellent schools." (p. 20) Thus, the researcher suggests thoughtful application of his theory in school communities, rather than simply identifying MI without fully understanding engaging students. Implementation of the theory requires a variety of instructional Strategies that are responsive to the students multiple modalities of acquiring and experiencing new knowledge.

Gardner and Moran (2006) defined an ***intelligence*** as "a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture." (p. 227). As such, Gardner has never identified MI as the "definitive description of human cognitive capacities" (p'.227) and thus acknowledges his theory is one of many explanations for the ways for students to learn.

Important to a school that uses a theoretical framework of cultural context to teaching and learning, are Gardner's recent revisions to his theory to include anthropological studies and case studies from a variety of cultures. He concludes that intelligence profiles are a perfect fit for cultural domains. Therefore, a school that incorporates a multiple intelligences approach requires "an interdisciplinary perspective [and] cultural sensitivity." (Gardner and Moran, 2006, p. 228).

Shepard (2004) reviewed Gardner (1983) and offers Strategies for creating lessons that will access students' diverse ways of learning. The author states "By teaching to various learning styles, preferences, and strengths, students can express their intelligences and abilities, thus allowing them to participate in learning on many levels.

A decisive element of incorporating multiple intelligences is for educators to apply constructivist strategies to learning experiences that integrate a variety of intelligences, and allow students to receive and express information beyond a didactic interaction of excessive teacher talk and single word student response. The DeKalb Academy of Technology and Environment incorporates Gardner (1983) Gardner and Moran, (2006) multiple intelligences using interdisciplinary content

instruction, instruction that presents and encourages student response through a variety of intelligences, a culturally sensitive school community, and therefore, implements Gardner's theory in close alignment with the researchers' intent.

Content Instruction

Curriculum as a resource and State Standards (GPS/GSE) as an Objective

The curriculum models used by D.A.T.E. are implemented in a constructivist dynamic, thus, the materials and lesson objectives are the resources used for teaching the state standards which is identified as the lesson objective. The D.A.T.E. curriculum is implemented through a hands-on, minds-on, problem-solving, inquiry-based, integrated model that contextualizes learning and provides students with a foundation for understanding the world.

Teachers are not limited by the curriculum resources provided by the school if their research identifies another resource that presents the state standards in a superior format. Through instructional support from the school leadership, teachers critically analyze the best instructional strategies and resources to teach students in highly engaging methods. However, in a school community with exceptional teachers and students, a superior curriculum must be readily available for faculty to initiate instruction.

Environmental Projects

The significance of acquiring knowledge and experiences with the environment and attaining environment and conservation literacy is a momentous goal of D.A.T.E.This objective is a motivating force in the curriculum and the intention is for students to know, understand, and care for the environment that sustains the earth inhabitants. The South River Watershed is a local environment and will provide the contextualized leaning in a holistic way through integrated, interdisciplinary learning. Incorporating technology as a Strategy for environmental project based learning will expand students' ability to view the local watershed in a broader perspective.

All grades will be involved in an ongoing, school-wide garden project on the D.A.T.E. grounds. This project will initiate integrated learning throughout all four (Language Arts, Mathematics, Science, and Social Studies) core curriculum areas. Using the principles of place based education, educating for sustainability, and making connections, students and teachers will co-create learning experiences based on their interaction with the garden project.

Each of these three principles supports the D.A.T.E. curriculum and each is essential to maintaining the curriculum's integrity and balance. Here are some examples of how the three fundamental principles ground the garden project:

- Place-based instruction: In developmentally appropriate ways, students investigate questions about soil and climate in Georgia.
- Educating for sustainability: Students explore the interdependence of the environment of humans and the environment.
- Making connections: Students experience making compost and the benefit it provides to soil, gardens and understand how it completes a cycle of waste and appropriate reuse. Ultimately, students understand that environmental literacy is a global initiative and they can situate themselves as leaders in this enterprise.

Technology

D.A.T.E. integrates technology at a significantly higher cognitive level than teaching basic computer skills and software applications. Effective technology instruction is demonstrated across the curriculum and serves to assist in the seamless integration of interdisciplinary content instruction. This level of application of technology allows students to experience an enhanced learning environment that supports the culturally responsive constructivist learning community. Through the use of technology, students are actively engaged in their own knowledge acquisition; they can participate in cooperative groups, and participate in the initiation of Socratic questioning and feedback.

The use of technology provides the tools for visualization and teacher modeling of the desired skill attainment. Particularly in the Sciences, technology provides the venue for students to observe and experiment with phenomenon that is unavailable or unsafe for a classroom environment. Technology allows students to expand their community view on the learning to a global perspective. Using electronic media, students design and implement projects that enhance their engagement and therefore reduce behavioral problems during instruction.

Teachers have modified their instructional Strategies as a result of the focus on technology. The inclusion of technology offers multiple ways for teachers to assess and improve student learning. Research suggests that technology enhances the relationship between student and teacher and fosters a more constructivist oriented teacher role of coach, content expert, and adviser. Students experience greater freedom to explore and actively expand their knowledge through appropriate educational media found at D.A.T.E.

Instructional Culture

Wills' (2008) Study of DeKalb Academy of Technology and Environment noted that the commitment to the goals of the school by Stakeholders has "positively permeated the culture of the school and promoted a nurturing and viable community of learners that experience high levels of achievement" (p. 112). Each morning, the Headmaster/CEO welcomes each student and parent at the door. In addition, the morning assembly sets a tone of nurturing that supports academic achievement.

Morning Assembly

The event that significantly supports the feeling of community for the students, teachers, and parents is the Morning Assembly. The first three years at D.A.T.E. each school day began with an assembly attended by everyone in the building. It was a high-energy affair! In addition to the Pledge of Allegiance and the School Affirmation, The school song or the fight song was sung. Students obviously enjoyed singing these songs. However, the activity the school community enjoyed the for the most part was the Birthday Song. The birthday honoree came to the front of the assembly, and everyone danced and sang a song with a contemporary sound written and recorded by a D.A.T.E. teacher. The morning assembly was the location where Student, teacher, team, and club success was acknowledged. Essentially, it Started the school day with a significant team building exercise and enhanced unity with all members of the school community through high energy, authentic care (Grant & Sleeter, 2008), smiles, and fun.

Beginning with the 2009-2010 academic year, the frequency of Morning Assemblies for the entire school community was reduced to Monday and Friday. On the remaining days the Morning Assembly is held in each classroom. This activity is one of the most significant observable events that reinforce a culturally responsive and caring community.

Warm up Activities

Academically, each class begins with a warm up activity to help students focus on the purpose of the class, critical thinking and academic achievement. Teachers prepare for students' arrival by having a problem that needs to solved, or a question that needs to be answered, prominently displayed on the white board, Smart Board or other display media. Students enter class expecting to be welcomed by the teacher and to immediately begin solving the problem of the day.

Team Teaching and Cross-Curricular Thematic Instruction

Effective content instruction requires teachers be content specialists (Irvine & Armento, 2002). As such, teachers at D.A.T.E. participate in team teaching and they focus on teaching only two content areas, such as Mathematics and Science or Language Arts and Social Studies. Team teaching begins in first grade and continues to eighth grade. Team teaching has allowed instructors to become specialists in their content and therefore teach at a significantly higher level of comprehension for the students. This also supports their ability to focus on the multiple intelligences of the students and differentiate instruction.

Beginning with the 2010-2011 academic year, teachers purposely expanded their team teaching into Cross-Curricular Thematic Instruction (CCTI). Research by Cooper, (1993); Fredericks, Meinbach and Rothlein, (1993); Lapp and Flood, (1994); Walmsley, (1994); Wills, (1995) as cited in Vogt advocate CCTI as enabling students to demonstrate certain academic behaviors which are consistent with critical thinking skills development. Students acquire and investigate knowledge in depth and begin to see the interconnectedness and relevance of the academic purpose of school. They also see the theme as presented by the team of teachers an organized Structure for acquiring knowledge. Students learn the significance of the language process of thinking, reading, writing, listening, and speaking. Students learn skills and strategies in meaningful connections. Narrative and expository literature allows Student to practice reading different types of material and read in real-world contexts. CCTI will assist students to build upon prior knowledge and past experiences to build emerging knowledge. Through the use of cooperative and flexible groups, academic skill development and practice are acquired in authentic contexts. Attaining higher levels of cognitive development through CCTI allows students to apply what they learn in real world contexts. Thus, students become problem solvers at school and during home explorations. Significantly, students analyze what they are learning and the application of what they are learning in thematic instruction. Embedded in thematic leading is differentiated instruction so every child can actively participate in the instruction and the thematic explorations. Materials used for CCTI can be geared to challenge each Student and support students with emerging skills.

Cohesive school community through a shared vision

Thematic cross-curricular instruction supports the cohesive school community that is observable and contributes to Student achievement. Team teaching and the relationship between the students and teachers is the initial the foundation of the cohesive school community. However, this foundation is built upon the shared vision that is promoted by school leadership and supported through multiple segments of the school community. Vision that is only shared by the school leader is determined to fail. Thus, the school community share and implements the vision, which provides Strategies to motivate teachers, students, parents and administrators. The shared vision also directs the organizations routines, behaviors and values which create the distinctive characteristics of D.A.T.E. (Cuban, 1988).

Focused Faculty Meetings

The faculty meeting supports the vision of teachers as culturally responsive constructivists at D.A.T.E. Thus, the greatest preponderance of meeting was professional development training for teachers. The training foci have been: the school vision; learning through relationships, relevance,

and rigor; constructivist instruction; team teaching; content instruction for Mathematics, Language Arts, and Science teachers, analyzing data to improve instruction; effective teaching Strategies; and assessment test results.

Faculty meetings provide a venue to promote and generate support for the school vision. The consistent focus on professional development promotes the notion that high expectations for Student achievement begins with high expectations for teachers and training for teachers attain their full potential as educators.

Effective Teaching Strategies

Analysis of teaching through data driven instruction

Teachers participate in reflective practice at D.A.T.E. and improve their instructional practices through the use of data analysis. Murname, Boudett, & City, 2010) provide a model for data driven instruction that describes the process for data driven instruction at the school. The researchers identify three stages for data examination. The initial stage is a collective responsibility for learning. Data provides teachers the opportunity to reframe the problem of Student learning to an analysis of instruction and to address the link between instruction and learning. Teachers submit data each week and therefore provide school leadership with the data to follow a student's progress throughout the academic year. The second stage is a shared understanding of effective practice. Through the team teaching approach, teachers share the analysis of data, review student achievement in both classes, and identify strategies for effective practice. Finally, the third stage is a practice that is particularly successful at D.A.T.E. is the classroom is open for observation and analysis. Teachers provide dates and times for re-teaching skills based on data analysis and school leaders can observe strategies and provide feedback on effectiveness. Thus, teachers' instructional strategies and the students' knowledge acquisition are supported by the data analysis.

Utilizing Technology for Innovative Instruction

Educators that believe a technology infused school or curriculum is attained by purchasing software or games for students (McCabe 2010) to motivate student engagement miss the significance of the level of engagement students at D.A.T.E. The integration of technology for visualizing and modeling by teachers offers students exposure to see the integration of technology in a real world context. Students experience how technology can enhance instruction across the curriculum in all the classes and content at the school. In addition to participating in technology driven or enhanced lessons in their core content classes, students acquire the skill to create technology driven presentations, research, and ethical research Strategies in their technology class. Most importantly, students are given advanced experiences on the contemporary application of technology as they learn a book can be created and reproduced digitally, thus saving paper, as they participate in the creation of digital books and other documentation of their school lives. Finally, the integration of environmentally sound policies have provided opportunities for students to critically analyze the most earth friendly strategies to create and replicate class projects and to recycle electronics.

In summary, D.A.T.E.'s achievement cannot be attributed to one factor. Instead, it is the integration of many successful factors and the synergistic interaction that had contributed to the social and academic achievement of the school community. A bibliography of all Educational Resources cited in this section of the petition is contained in Appendix D.

International Baccalaureate Program

D.A.T.E. is currently recognized as an International Baccalaureate (IB) Candidate School, in its 3rd year seeking full authorization. As D.A.T.E. continues to provide a broad and balanced education with the integration of technology and the environment, we are also creating a framework that encourages students to make practical connection between their real world and their students at the academy. For this reason, D.A.T.E. has adopted the IB MYP curriculum, has trained teachers, and will be eligible to receive full authorization.

The International Baccalaureate® (IB) is more than its educational programmes and certificates. At our heart we are motivated by a mission to create a better world through education.

We value our hard earned reputation for quality, for high standards and for pedagogical leadership. We achieve our goals by working with partners and by actively involving our stakeholders, particularly teachers.

We promote intercultural understanding and respect, not as an alternative to a sense of cultural and national identity, but as an essential part of life in the 21st century.

All of this is captured in our mission statement:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate® (IB) Middle Years Programme (MYP) is for students aged 11-16.

What is the MYP?

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).

The MYP curriculum

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for early adolescents.

The MYP requires at least 50 hours of teaching time for each subject group, in each year of the programme. In the final two years of the programme, carefully-defined subject group flexibility allows students to meet local requirements and personal learning goals.

In addition to being an IB candidate school, D.A.T.E. has been accredited by both GAC and SACS. Certificates showing those accreditations are attached as Appendix E.

b. A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Georgia Performance Standards (where applicable).

The D.A.T.E. curriculum, aligned with the State Standards is attached as Appendix C.

c. Identify materials/programs that the school plans to obtain/purchase to support the stated curriculum.

The DeKalb Academy of Technology and Environment (D.A.T.E.) Charter Schools provide instruction to students in Kindergarten through 8th grade. The Georgia Standards, as well as national standards, are used to maintain rigorous instruction and ensure that students will be prepared to go to high school, college and eventually, the workplace. Additionally, the instructional approach integrates technology and engages students in environmental sustainability efforts to emphasize the need to be global learners and change agents.

Our instructional program seeks to provide systematic and meaningful support for the academy as employees live out the mission statement:

"….. to educate a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum. The school will improve student achievement via a curriculum which:

- Recognizes the important link between technology and the environment
- Promotes higher order thinking skills – critical thinking, problem-solving, and decision making
- Motivates students by offering a real world context for learning
- Engages learners in investigative, hands-on/minds-on, student-centered, and cooperative activities between industry and environmental groups
- Advances educational reform goals
- Correlates to state and national academic standards"

A brief summary of the core content is described below.

Reading/English/Language Arts (ELA)

In addition to the Reading/English/Language Arts and literacy curriculum outlined in the Georgia Performance Common Core Standards, an instructional initiative at D.A.T.E. is writing using *Units of Study in Opinion/Argument, Information and Narrative Writing: A Common Core Workshop Curriculum, Grades K- 8* (Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project). Through these curricular resources, students gain greater independence and fluency through writing across the curriculum.

Math

The Georgia Performance Common Core Standards for math describe what students should understand and be able to do throughout the school year and across the grade levels. D.A.T.E. uses the *MY Math* (Mc Graw-Hill) K-8 instructional resources. *My Math* is "customized for the way teachers teach, personalized for the way students learn, and individualized to maximize student success." This consumable program enhances the mathematical skills and concepts as well as builds mathematical vocabulary.

Science

Science and technology instruction are based on the Georgia Performance Standards Content Area Frameworks, Next Generation Science Standards and the International Society for Technology in Education. FOSS (Full Option Science System) is used to undergird these standards. FOSS provides the tools and instructional strategies to engage students in direct experiences in which they can describe, sort and organize, analyze and evaluate observations about objects and organisms. In the absence of a text book, FOSS kits are used to provide topical modules for each grade level that move students from experiments to abstract articulation of science.

Social Studies

Social Studies instruction is based on the Georgia Performance Standards Content Area Frameworks. Social Studies is taught through an interdisciplinary approach across the grade levels as well as through direct instruction with the use of informational and instructional texts (Houghton-Mifflin and Pearson).

Specials (art, music/band, French, health/PE, computer literacy/technology, and environmental science)

These courses are designed to link the learning from the core classes, building on skills and concepts across the grade levels. Elementary school specials provide fundamentals of the content in the specials' courses; the middle school specials' courses extend the learning through intermediate/advanced instruction.

Introduction of Technology

DeKalb Academy teachers use technology in the classroom and computer lab to implement curricula in the program of studies. By incorporating technology in lessons and units, students are motivated to solve authentic problems, learn interactively, and share their newly formed understandings. Technology education experiences at the Academy are designed to help children learn and achieve the educational goals of the total school program. These experiences orient pupils to technology, develop psychomotor skills, and provide the basis for informed attitudes about technology's influence on society. Technology-based activities integrated into the total school curriculum motivate pupils and reinforce learning while pupils gain a technological awareness.

Focus: Technological Awareness

The focus of technology education at the elementary level is to develop a technological awareness and to reinforce learning. The school child with technology experiences shall...

- Explore how people create, use, and control technology.
- Apply knowledge in mathematics, language arts, social studies, science, health, and fine arts in solving problems associated with technology.
- Use tools and materials to explore personal interests with technology.
- Exhibit self-confidence through the use of technology.

Introduction to Environmental Sciences

All students at DeKalb Academy of Technology and Environment learn about the natural world in their classrooms, but our highly trained faculty and staff enrich the curriculum with frequent

trips into the outdoors. Our proximity to the historic Arabia Mountain, Stone Mountain, and our 5 acres of green space give us the unique opportunity to engage all of our children in the wonders surrounding the school. Each excursion into the environment is focused on enhancing and providing depth to classroom lessons. Our goal is to guide our students to become responsible stewards of the environment and to develop an appreciation for the natural world. Parents, teachers, volunteers and a Naturalist-in-Residence from the Arabia Mountain and Fernbank Museum all contribute to the success of this program, which began in 2005.

d. Describe the educational innovations that will be implemented.
e. Provide a clear explanation of how the innovations will increase student achievement.
f. Describe why the innovations are appropriate for this unique school.

There are numerous learning experiences that support Technology and Environment (T/E) initiatives at DeKalb Academy of Technology and Environment Charter School (D.A.T.E.). Most significant successes are inputs and outputs of our school's focus, "technology and the environment"; however, with the alignment of our charter, our year-long curriculum lends itself towards the integration of science, technology, engineering, and math. The active engagement of students is a cornerstone of the D.A.T.E. The effective and engaging teaching and learning process is what is most successful when referring to T/E initiatives.

Within the school, all students are required to take a technology course and an environmental course. Both courses are performance based, and consistently incorporate other disciplines for successful completion of performance learning and assessments. The academic rigor of both courses is reflected in their intent to increase knowledge and expand creativity and interest.

The significance of acquiring knowledge and experiences with the environment and attaining environment and conservation literacy is a momentous goal and accomplishment of D. A. T. E. This objective is a motivating force in the curriculum and the intention is for students to know, understand, and care for the environment that sustains the earth inhabitants. A great example of this is how we use our environment that provides the contextualized leaning in a holistic way through integrated, interdisciplinary learning. Incorporating this as a strategy for environmental project based learning also helps expand students' ability to view the local surroundings in a broader perspective.

All grades are involved in an ongoing, school-wide science and garden projects on the D. A. T. E. grounds. These projects initiate integrated learning throughout all four (Language Arts, Mathematics, Science, and Social Studies) core curriculum areas. By using the principles of placed based education, educating for sustainability, and making connections, students and teachers co-create learning experiences based on their interaction with the garden project and other scientific standards. Here are some examples of how the initiatives supported the garden project.

Place-based instruction: In developmentally appropriate ways, students investigated questions about soil and climate in Georgia.

Educating for sustainability: Students explored the interdependence of the environment of humans and the environment.

Making connections: Students will experience making compost and the benefit it provides to soil, gardens and understand how it completes a cycle of waste and appropriate reuse. Ultimately, students will understand that environmental literacy is a global initiative and they can

situate themselves as leaders in this enterprise as well as assist students with support in their T/E learning through adult world connections and other opportunities. Finally, the integration of environmentally sound policies have provided opportunities for students to critically analyze the most earth friendly strategies to create and replicate class projects and to recycle electronics.

At D.A.T.E., we believe in a technology infused school and curriculum. Students use technology resources to conduct research, demonstrate creative and critical thinking, and communicate and work collaborative. The integration of technology for visualizing and modeling by teachers offers students exposure to see the integration of technology in a real world context. Students experience how technology can enhance instruction across the curriculum in all the classes and content at the school. In addition to participating in technology driven or enhanced lessons in their core content classes, students acquire the skill to create technology driven presentations, research, and ethical research strategies in their technology class. Most importantly, students are given advanced experiences on the contemporary application of technology as they learn a book can be created and reproduced digitally, thus saving paper, as they participate in the creation of digital books and other documentation of their school lives. Students at DeKalb Academy of Technology and Environment utilize Google Apps for education as a collaboration tool to complete projects and various other assignments via shared documents, folders, slideshows and forms. It is also used as a channel of communication with their teachers for receiving grades and feedback in Google Classroom.

Technological resources such as iPads, mobile devices, chrome books, Lenovo's, iMacs and Mac books are used in all learning environments as a research tool for students. Teachers at D.A.T.E. are able to collaborate with two on site instructional technology facilitators to provide guidance for credible resources that can be accessed on these devices. The Media Specialist at D.A.T.E. works with students on a daily basis to enhance their research skills and educate them on selecting appropriate resources, as well as citing them in their work. Students are also challenged with game-based learning, utilizing other learning management T/E project-based learning with the universal T/E model, creating and delivering presentations, virtual field trips and other variations of technology-based learning based on the National Educational Technology Standards (NETS). All students at D.A.T.E., kindergarten through eighth grade participate in technology classes in a Mac based computer lab. T/E initiatives support the D. A. T. E. curriculum and each is essential to maintaining the curriculum's integrity and balance

Teachers have completed gardening certifications and have been able to expand their knowledge regarding habitats, animals, and environmental resources. Onsite trainings have varied throughout the years. D.A.T.E. chooses environmental themes each year to expose to its students. Each theme is introduced by Environmental Coaches. Coaches work with teachers as needed throughout the thematic unit creating hands on activities and culminating projects that can be used in all core areas. Technology Coaches are also available to help teachers expose students to the use of technology and engineering projects.

D.A.T.E.'s campus lends itself to a plethora of professional development opportunities. With areas such as a garden, chicken coop, retention pond, and the Aquaponics tanks, learning is continuous for our teachers. With continued expectations and experiences within D.A.T.E.'s atmosphere, there will continue to be great growth across the curriculum regarding T/E integration. The students have exhibited consistent environmental and technology awareness and use within their classrooms by completing projects and daily tasked assignments. Continuing with the use of structured curriculum and instruction, that is specific to T/E will allow students to have a broader understanding of application

Teachers at D.A.T.E. continue to implement activities, extended classroom learning

opportunities, and sound technology/environmental integrated participatory lessons that will continue to show growth and understanding. By continuing to update the school's technology curriculum with the integration of the National Educational Technology Standards (N-ETS, along with the environmental curriculum, the school will further the creation of classroom activities that will encompass all aspects of learning. and the motivation for all to be engulfed with the endless learning possibilities of T/E.

g. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.

The anticipated teacher to Student ratio is the same as is has been in recent years at D.A.T.E... This ratio/class size is based on a combination of factors including the maximum class size in DCPS and the class sizes that have proven to be effective at D.A.T.E. historically. The rational for the maximum class size is to improve effective classroom instruction.

Grade	Max. Students
K	22
1-3	25
4-5	32
6- 8	32

h. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

Not applicable.

5. What are the school's plans for educating special populations? (Reciting the requirements of law and rule is not sufficient)

D.A.T.E.'s education program is designed to provide sufficient flexibility to our staff to allow for sufficient differentiation of instruction as needed to serve students where they are and ensure all students are in the best position to succeed. D.A.T.E. also provides instruction in pull out and homogeneous grouping when necessary although those are not typically the favored practice. Specific information about the educational program for specific special populations is contained in the following sections of this petition.

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.

D.A.T.E. adheres to the Georgia Department of Education and DeKalb County School District rules, regulations, and procedures to refer, assess, and determine giftedness. Students may be referred by teachers, by parents, and by student performance on standardized tests such as the Iowa Test of Basic Skills (ITBS), CogAT, and Renzulli in at least one area. Tests such as these evaluate the four qualification areas used to determine gifted program eligibility:

- Mental Ability (96%),
- Achievement 90%,
- Creativity (90%),
- and Motivation (90%).

Students must score in the aforementioned percentile ranks in three of the qualification areas. The D.A.T.E. Gifted Placement Committee reviews all referrals and using the state mandated guidelines, found in Rule 160-4-2-.38. Education for Gifted Students Evaluation and Eligibility Chart, decides who will be identified for gifted program evaluation. Students who have been identified as gifted, whose parent(s) have given consent, and who have signed a Continuation Policy receive at least four segments per week of gifted services either in a Cluster Grouping Model or in an Advanced Content Model. The Cluster Grouping Model places and serves 12 or fewer gifted students in a regular classroom setting. The class is taught by a teacher, who is Georgia State certified or endorsed in gifted education. Gifted students in this model are taught using a curriculum that is differentiated in process, assessments, and products. Students who are served in the Advanced Content Model receive services in a minimum of one core content class that is taught by a Georgia State gifted certified or endorsed teacher. The class size can be as high as 25 students. The students are taught an accelerated curriculum that emphasizes higher order thinking skills such as problem solving, process skills, and research projects. Students who have been identified as gifted by another LEA within the state of Georgia receive reciprocity.

Each year, the D.A.T.E. gifted coordinator reviews the progress of all gifted identified students who receive gifted education services. Students will continue to receive gifted education services as long as they demonstrate satisfactory academic performance (80% or above) in regular and gifted education classes or for two year periods at which the end of such time they are tested again. Students who do not maintain satisfactory academic performance are placed on probation for one semester. During probation, students continue to receive gifted education services while attempting to achieve satisfactory performance status in gifted classes. Students who fail to demonstrate satisfactory performance in both regular and gifted education classes during the probation period and for whom gifted services are no longer appropriate will have a final review before the end of service occurs. Students may resume receiving gifted services upon meeting the eligibility criteria described in previous paragraphs as determined by the D.A.T.E. Gifted Placement Committee.

D.A.T.E. makes its gifted program more viable by adding to its scope and structure. For new students to D.A.T.E, eligibility if the following documents are provided: (i) gifted program eligibility report/satisfactory gifted program continuation report from the transferring school; (ii) National Standardized Required Test Scores – these scores may only be used to determine eligibility for gifted program evaluation and may not be used to determine gifted program eligibility; and (iii) teacher or parent recommendation based on current academic performance evaluated over a sufficient observation period. Students from an out-of-state school, private or home school must complete all tests required by the state and local systems to determine gifted program eligibility once enrolled in the School.

7. Describe how the charter school 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.

For students with identified learning disabilities, the special education program at D.A.T.E. will work with students and families to meet students' individual needs by accommodating and/or modifying the curriculum. A Lead Teacher for Special Education will be responsible for managing the case files of students with Individualized Education Plans (IEPs). D.A.T.E. will comply with all requirements of the Individuals with Disabilities Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and Title II of the American with Disabilities Act (ADA). As much as is appropriate, students with identified disabilities will be included in classes with their peers, and the Lead Teacher for Special Education will work with teachers and students to insure student learning needs are being met. A broad spectrum of special education services will be made available to support the specific learning needs of students with IEPs; however, due to the D.A.T.E.'s inclusion philosophy, staffing and programming limitations, LRE and FAPE may be best met at either the child's zoned school or at a DeKalb County school with programs designed to meet the needs of students with certain types of disabilities.

When students that already have an IEP enroll at D.A.T.E., the school will set up a meeting with the child's parents or guardians to review the IEP and determine the best course of action. To the extent specialists are required beyond the D.A.T.E. full and part time staff, D.A.T.E. will work with the DeKalb County Schools to provide services per the terms of the "Wrap-Around Services Agreement" and/or contract those services with appropriate and licensed service providers. Accommodations within the regular classroom, as well as modification of the curriculum when appropriate (usually modifying the criteria required for promotion and expanding the range of forms that work may take in order to demonstrate mastery, and not the modification of the standards themselves), will allow students with identified disabilities to be successful.

Each year, the Lead Teacher for Special Education will provide professional development during some of the school's professional planning days. The topics to be addressed will be developed through needs assessment and consultation with liaisons, review of evidence-based practice in the field of special education, and staff review of student needs. Consultants may be brought in as appropriate. Topics could include: meeting the needs of students with nonverbal learning disabilities, meeting the needs of students with executive function problems, meeting the needs of students who are depressed, and meeting the needs of students through accommodation and modification of performance based requirements.

The Lead Teacher for Special Education will also provide consultation as requested to teachers working together during shared planning time and for individual teachers who are providing instructional support and accommodations to regular education students as well as to students who are receiving special education services. Consultation may also be provided to classroom teachers to support students as they develop an increasing awareness about their own learning. In addition to the practices described above, D.A.T.E. will provide a number of supports to students with exhibited learning needs who may not have an IEP, including using a Student Support Team (SST) to identify struggling learners and assess the effectiveness of various instructional interventions for students. Students with 504 plans are a part of the SST program. In addition, teachers or parents may refer a student to SST, and the team will work in consultation with parents, guardians, and/or caregivers to develop individual plans for students.

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 Elementary and Secondary Education Act/No Child Left Behind.

If required by the Federal No Child Left Behind Law, D.A.T.E. will offer Supplemental Educational Services to eligible students in accordance with Georgia Board of Education regulations. To the extent D.A.T.E. is required to provide supplemental educational services pursuant to SBOE Rule 160-4-5-.03 and related legislation D.A.T.E. staff will work with DeKalb County Public Schools to ensure that all required notices are provided to the eligible students and their families and that all necessary information is transmitted to the appropriate local or state agencies.

The school offers supplemental weekly tutoring services in the content areas of math and reading. There is no charge or fee for students who are attending the tutorial sessions. The students are all monitored with an individual academic plan that is reviewed weekly with submission of assessment performance data.

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.

D.A.T.E employs a multitude of methods and strategies in supporting students who are requiring remediation, including instructional direct support: differentiating instruction and assignments, modified lessons to accommodate student needs, extended learning times, afterschool tutorials, and small group instruction in math with max. number of ten students. In addition, in testing promotional grades, Saturday School has been implemented to increase academic confidence and increase of master of skill-set. The faculty and staff are avid in ensuring that students who are remediated are properly identified throughout the year by reliable diagnostic tools/methods: STAR Assessments, Student Longitudinal Data (ITBS /CRCT/Milestones) Writing Test, and weekly DAFY's. Students are also targeted for remediation based on recommendation from teachers regarding low performance. Monthly data meetings are held to capture additional support strategies that are needed and required to ensure students are improving and performing at grade level.

10. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). Include any diagnostic methods or instruments that will be used to identify and assess those students, including:

a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.
b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.
c. Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit criteria.

The provision of services and due process procedures will be implemented for students identified as English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations. DeKalb Academy will provide additional support services to English Language Learners through the services of a certified ESOL teacher on staff. The following process will be utilized in order to identify, assess, and support English Language Learner (ELL) students:

1. Upon enrollment, students are identified as eligible for ESOL services through their DCSS (or other Georgia school system) permanent record file or through the Home Language Survey (HLS).

2. Students identified as eligible are then screened for placement using the WIDAACCESS Placement Test (W-APT). Students qualifying for services are then placed in our ESOL Program.

3. Students are assessed annually using ACCESS for ELLs. ACCESS scores are used to determine each student's appropriate placement and readiness for program exit. Students scoring 5 or above on ACCESS are eligible to exit ESOL services. Exited students are then monitored for two years.

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

Program Description

With a full time ESOL teacher D.A.T.E., will also provide professional development to content-area teachers in methods and strategies for accommodation of lessons for ELL students in the classroom setting. All ELL students served in ESOL program are served through pull-out model during ELA classes. They are taught by the ESOL teacher and/or team taught by the ESOL and language arts teacher. The curriculum for this course is based on the state-adopted WIDA English Language Standards and aligned with the CCGPS, and focuses on building social and academic English language skills in the four domains of reading, writing, listening and speaking. Students' progress is monitored throughout the year to ensure that ELLs have the tools they need to excel in D.A.T.E.'s rigorous and challenging curriculum. In each grade level, ELL students may be grouped together in a class, in which the content area teacher provides accommodations through modified and "scaffolded" lessons. For example, teachers may pre-teach vocabulary, provide background knowledge, use varied visual aids and accommodations, as well as extend learning time /frequency. In addition, teachers will continue to employ a multitude of best practices based on research based strategies to ensure success of all ELL students

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

11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, and art). This information should explain, who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.

The school offers the following extracurricular activities: Beta Club, Spanish Club, Math Club, Technology Club, Photography Club, Track Club, Basketball Team, Cheerleading Team, Boy Scout, Girl Scout, School Patrol, Dance Team, Drama Team, Student Government Association, Broadcasting Team, Becoming Women, Environmental Club, and, Robotics Club. A list of all clubs and extra-curricular activities that are currently offered at the Charter School is attached to this petition as Appendix F. Contracts with several partner institutions related to these extra-curricular activities are included in Appendix G.

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

a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why a charter is necessary for this school by providing examples of significant components of your academic plan for which you need a waiver. Please also identify the specific waivers that are required to allow the implementation of those components.

1. O.C.G.A. § 20-2-85 & 86 require public schools to have a school council to provide input into the running of the school. Section 85 further provides that the Principal shall be the leader of the school. As a charter school, D.A.T.E. is required to have a Board of Directors. D.A.T.E.'s Board of Directors is made up of community members as well as parents/guardians of students enrolled at the school. It is our belief that by utilizing a Board of Directors made up of parents and community members; a Parent Teacher Organization; and parental committees; greater parental involvement will occur and will enhance the Charter School Concept. The performance of the students on the standardized tests as spelled out in the charter and the logging/monitoring of volunteer hours will reflect measurements of the students' performance. Parent polls also will reflect the effectiveness of this governance format. Statistics prove that the greater the parental involvement, the better that students perform. Additionally, as a K-8 charter school, D.A.T.E. utilizes a leadership model that includes two principals (one over the elementary grades and one over the middle grades) both of whom report to a Headmaster/CEO. Thus, neither principal is the highest ranking leadership position for the entire school although both principals have significant leadership authority.

2. Due to its unique curriculum and learning environment, D.A.T.E. may require use of textbooks other than those prescribed by the State and Board per §20-2-1010. The technological and environmental theme must be evident throughout all texts used in order to inculcate this method of teaching, and customary textbooks are not always focused on this theme. Waiver of this rule will enhance the likelihood of serving the School's goals by virtue of their infusion throughout the core curriculum.

III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

13. State the school's Organizational Goals and Measures.

a. School organizational performance objectives should reflect where the school envisions itself organizationally at the end of the charter term.
b. Objectives should include areas such as: governing board training, student and teacher retention, and student, parent and teacher satisfaction.

Organizational Performance Objectives:

1. Role of Staff. Classroom lectures will be the exception, not the norm. Interactive, Socratic methods will be used to the fullest extent possible. Lesson plans will be required, generated and developed by Preparation of lesson plans will be monitored/verified by the Principal and may submitted to the Local Board upon request.

Measures:

a. 100% of the environmental/technological lesson plans will be generated by the teachers themselves by way of collaborative planning, action research, and field studies.

2. Teacher Attendance. Staff job satisfaction will be demonstrated by high attendance levels for the teaching staff.

Measures:

a. Each year of the charter renewal term, teacher daily attendance will equal or exceed 90% over the course of the year.

3. Implementation of Technology Curriculum. D.A.T.E. will infuse an environmental and technological theme into all core subject areas for all grades.

Measures:

a. Each year of the charter renewal term the percentage of lesson plans in the core subjects of Language Arts, Reading, Writing, Mathematics, Science, and Social Studies will meet or exceed 95%.

4. Student Attendance. The unique and interactive D.A.T.E. curriculum and teachers will be popular with students resulting in high student attendance rates.

Measures:

a. Each year of the charter renewal term average daily student attendance for D.A.T.E. students will meet or exceed 90%.

5. Technological Proficiency. As a result of the infusion of technology into the D.A.T.E. curriculum students will gain greater proficiency in the use of technology.

Measures:

a. Each year of the renewal charter term the number of students who demonstrate mastery of at least a 90% of the standard on the National Educational Technology Standards (NETS) as measured on the Performance Indicators and Student Profile Checklist Assessment will increase by 2% over the prior year until at least 95% of all K-8 students at D.A.T.E. can do so.

6. Environmental Project. Students will display an appreciation for and understanding of the environmental curriculum.

Measures:

a. Each year of the renewal charter term 100% of all students will produce at least three grade-appropriate projects: one developed, monitored and presented by the class as a whole; one developed, monitored and presented by small groups or pairs; and one developed, monitored and presented individually. At least one of these projects (or their results) will be presented in display form at the Earth Day Celebration or Science Fair Celebration.

7. Parent & Student Satisfaction. The D.A.T.E. educational program will be met with high levels of satisfaction from the parents/guardians and students attending D.A.T.E...

Measures:

a. Parental polls will be conducted at the end of each school year as to the effectiveness of the program. It is the School's goal for 90% or greater parental satisfaction with the school.

b. Excluding departures due to transfer or other unavoidable withdrawal, the school's goal is to see at least 90% student retention after each year of operation.

c. Students will be polled beginning in third grade. The school's goal is that each year at least 90% of its students will want to return the following year.

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

a. Describe the organizational innovations that will be implemented during the proposed charter term.
b. Provide a clear explanation of how the innovations will increase organizational effectiveness.
c. Describe why the innovations are appropriate for this unique school.

Many organizational innovations have already been put in place. For example, the mandate that 3 community representatives with expertise in areas that relate to the unique curriculum at the school serve on the Board of Directors; The collaboration with local business and non-profit partners in the development and constant improvement of the D.A.T.E. curriculum; The active role of parents/guardians in the formation of the school, the governance of the school, and the many ways in which they provide input that helps drive the organizational improvements that have occurred and will continue to occur over the next charter term.

Having constant and targeted input from all of the stakeholders in this community driven school helps ensure that the school is staying true to its mission and true to its commitment to be an active and productive member of the local community. Having a majority of the Board members be parents and/or guardians of currently enrolled students helps make sure the organization never loses sight of its primary objective of providing an excellent education to its students. Having Board members with expertise in the specific areas of curricular focus for the school ensures the school is always up to date with the latest technological advances and how they affect our lives and the world around us (environment).

The organizational innovations mentioned in these paragraphs and throughout the petition are specifically tailored to the D.A.T.E. model. They revolve around parental and community involvement and around the specific technology and environmental focuses of the school. They include annual governance training from carefully selected trainers who will focus not only on reviewing standard charter school governance issues but who are sensitive to the fact we are a mature school with an established Board and are looking to go beyond the basics of governance and explore ways to ensure the school continues to move forward in pursuit of excellence not only in student achievement but also in the areas of finance and organization.

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

a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why you need a charter by providing examples of a significant component of your organizational plan for which you need a waiver. Please also identify the waivers that are required to allow the implementation of that component.

8. D.A.T.E. needs to waive many of the provisions in the law, rules, and guidelines that give the local or state Board of Education or the local or state Superintendent certain specific authority over the operation of schools under their jurisdiction that would be contrary to the operation of the charter school. For example, O.C.G.A § 20-2-290(a)(1) provides that "the board of education of any local school system is authorized to organize or reorganize the schools and fix the grade levels to be taught at each school in its jurisdiction." Obviously the grades and organization of the charter school is set forth in the charter and can only be accomplished by going through a proper charter amendment process.

9. D.A.T.E. also requires a waiver of Georgia Code Sections 20-2-260 and 20-2-261; State Board of Education Rule 160-5-4-.16; and, related guidelines relating to minimum acreage of school sites in Georgia. The site on which the school will be located during the term of this charter has sufficient space for our purposes including providing sufficient recreational opportunities for our students. This will allow us to offer our unique educational program in a facility that is sufficient and appropriate for the needs of our students, conveniently located, and affordable on our limited budget.

10. Finally, and importantly, the law, the State Board rules, or the DOE guidelines can change from time to time. Some of these changes are designed to apply to charter schools specifically or to all schools universally. However some changes can be inconsistent with one or more provisions of the charter and may address issues that are already dealt with in the charter in a different but still mutually acceptable manner. By having the full flexibility waiver, D.A.T.E. can remain in compliance with both the law and the charter without having to go through a formal charter amendment process.

IV. GOVERNANCE

A key characteristic of charter schools is that an autonomous governing board makes decisions on behalf of the school. It is imperative that all governing boards demonstrate substantial autonomy, decision-making authority and capacity.

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

a. Identify each member of the governing board; describe the composition of the governing board (number of members, skill sets to be represented, how members are/will be representative of the school and the community, etc.; describe how and when board members will be selected, and the terms that governing board members will serve. Briefly explain the recruitment plan of new members if vacancies occur.

The Charter School will operate under the authority and governance of its Board of Directors. The Board of Directors consists of nine members, at least six of whom shall be parents or guardians of students enrolled in the Charter School. One member shall be an educator who shall be elected by the Board of Directors. One member shall represent and symbolize the statewide technology industry/sector, in recognition of the preeminent role of technology in our society and in the work of the school. Said technology member shall have an established connection with the technology community and shall be selected/elected by the Board of Directors. One member shall represent and symbolize that sector of our community that furthers the goal of preserving the environment, in recognition of the supreme importance of that goal in society and in the work of the school. Said technology member shall have an established connection with the technology community and shall be selected/elected by the Board of Directors. The remaining five Board members shall be elected by the parent/guardian constituency of the D.A.T.E. community at the

first annual meeting of the PTO, which will occur on or before June1 of each school year. The membership designations and their terms shall be as follows. Terms shall be staggered and the board, after the election held in 2010, shall impose a method for staggering terms going forward:

Member 1 – Representative of the PTO	--(to serve 2-year term)
Member 2 – An Educator	--(to serve 3-year term)
Member 3 – The Technology Member	--(to serve 3-year term)
Member 4 – The Environment Member	--(to serve 3-year term)
Member 5 – Parent	--(to serve 3-year term)
Member 6 – Parent	--(to serve 3-year term)
Member 7 – Parent	--(to serve 3-year term)
Member 8 – Parent	--(to serve 3-year term)
Member 9 – Parent	--(to serve 3-year term)

However, the positions may be refilled by the same person in accordance with the Bylaws of the School's Board of Directors. Resumes for all current Board members are attached as Appendix H.

The Board of Directors may, at its pleasure, elect non-voting Honorary Board Members, to recognize the value and benefit from the experience of persons who have performed extraordinary, exemplary work on behalf of the school.

All Board members must be residents of Georgia. All candidates for board of directors shall be given an opportunity to present their qualifications and credentials to the D.A.T.E. community. Board composition should include individuals with the requisite skills and experience to govern and give direction to a multi-million dollar educational enterprise, as well as individuals with specific experience in accounting or financial management. It shall be the responsibility of the Board of Directors to carry out the terms of this Charter and to create policies and guidelines necessary for the smooth operation of the School. The Board's meetings and actions shall be subject to the provisions of § 50-14-1 et seq. and § 50-18-70 et seq. The Board of Directors is expected to support, promote, and maintain the school's mission and vision of the school.

No later than June 1st, of each school year, the Parent Teacher Organization (PTO), at the instruction of the Board of Directors will call a Town Hall meeting of the entire parent-guardian body of the D.A.T.E. community for the purpose of electing or re-electing parents/guardians of students enrolled in the Charter School as members of the Board of Directors. In order to be elected, parent/guardian Board members must obtain the vote of at least two-thirds of the parents and guardians present at the meeting and will serve their term unless removed for cause. All parent-guardians of students enrolled in the Charter School shall be eligible to vote at this electoral meeting.

D.A.T.E's Governance Structure has been very effective in establishing a shared governance approach with one voice and allegiance to the charter's mission, goals, and objectives. With active monthly meetings throughout the year, board meetings are scheduled to review the monthly budget, targeted objectives, and a review of the schools action plan, academic performance as well as organizational goals. As a highlight of the boards' fiscal responsibility and accountability, Standard and Poor's Financial Services rated the governing board as highly functional, accountable, and structurally sound. Because of the fiscal accountability and shared governance and impeccable oversight, the school was provided with the fist of its kind in Georgia, a Rated B+ Bond to a charter school with over a 7 million dollars loan to purchase, renovate, and expand existing faculty and property.

The stability of the board has been one of the greatest assets to the maturity and growth of D.A.T.E. With an eight member board with the majority seats being held by parents, D.A.T.E. continues to be a parent driven school with students being a focus and priority. In order to provide adequate support and guidance to our theme and mission, the environment and technology, experts from the community and business agencies have been appointed to the board. The Board of Directors' skill-set and knowledge span, from members who work in legal affairs as a Judge, City of Atlanta Legal Department Supervisor, Federal Environmental Air Protection Enforcer, Technology Engineer Executive, Retired Superintendent, Self Employed Entrepreneur, Domestic Engineer and PTO President. The culmination of proficiency in governance for the academy has been built on adequate training and development, consistent accountability and oversight, and a genuine love and respect for the leadership of the school, who has been in place since formation of D.A.T.E. D.A.T.E.'s leadership team consist of a C.E.O., Principals for Elementary and Middle Schools, A Director of Curriculum and Instruction, and Dean of Students. Leadership has been stable at D.A.T.E., with all leadership team members having at least 5years of tenure with D.A.T.E. With stability in leadership as well, the school community of parents and students continue to work together to improve the teaching and learning conditions to form and accelerate D.A.T.E. as an outstanding learning community.

b. Describe the governing board's function, duties and role in the areas of budget, resource allocation, personnel decisions (primarily school leader selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.

Changes in the leadership of the school brought extensive institutional, academic, administrative, and management experience that turned the financial viability of the school around with targeted goals and tools to measure effectiveness. Management is very conservative in its financial and operational approach and effectively monitored monthly financial and statistical reports. The policy and procedures for the financial management and internal controls systems are constantly evaluated and updated to meet prescribed goals. The board and management goal to establish financial stabilization at D.A.T.E. is now a reality as evidenced with the financial reports outlined above. Management and board will continue to look for ways to achieve financial viability by continuing to:

- Monitor costs and manage expenses;
- Improve internal control environment;
- Improve on the design of policies and execution of processes related to accounting for transactions;
- Employment of experienced financial staffs;
- Timely and relevant financial reporting that will aid in decision making; and
- Use of technology to improve efficiency

The following areas of concentration have been continuing efforts to ensure that the board is building capacity.

- Clarify and/or reaffirm the mission of D.A.T.E.
- Select, appoint, support, and assess the performance of the Chief Executive and Headmaster
- Approve (and participate in) D.A.T.E. institutional planning
- Review D. A.T. E.'s educational and public service programs in light of the mission
- Ensure the D. A.T. E's performance is assessed
- Ensure the well-being of the faculty, students, and staff

- Ensure effective financial management
- Ensure adequate financial resources
- Ensure adequate and well-maintained facilities of D.A.T.E.
- Preserve D. A.T.E.'s institutional independence
- Relate D.A.T.E. to the state and community
- Interpret the needs of society to D.A.T.E.
- Serve as a court of appeals if necessary
- Assess own performance

c. Please use the Governance matrix (found on the Charter School Division's website) to illustrate the level of autonomy your Governing Board will have. Please note: This matrix will become part of your charter contract.

The completed Governance Matrix is included as Appendix I.

d. Use this section to provide a narrative of your matrix, including anything in the matrix that requires further explanation or clarification.

e. Describe your plan for ensuring that you maintain a diverse board with broad skillsets.

By maintaining a board that has both elected and appointed members and also has specific parameters in terms of areas of expertise for certain members, D.A.T.E. is able to ensure that the Board of Directors maintains a membership that is both diverse in terms of background and experience and also reflective of the communities and families that are served by the school.

f. Describe how and why governing board members may be removed.

Removal of any board member shall be automatic if the member misses three or more board meetings in any given school year. Any board member also may be removed at any time by majority vote of the other members of the Board of Directors.

g. Georgia law now requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter. Governance training should help build the capacity needed to make decisions in the above-mentioned areas. Trainers must be selected from a SBOE-approved list that ensures that the training covers certain SBOE requirements. Beyond those requirements, as a best practice, Charter Schools should also ensure that it selects a training program that covers areas of identified needs.

h. Describe your plan and timeline for securing a provider for your initial governance training as well as annual training thereafter. Include in this plan, areas of focus that are specific to your board and school. Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.

As a fairly mature charter school, D.A.T.E. has had the opportunity to engage in many governance training programs. We have received some very good training over the years that has helped the board grow and strengthen its practices. As the school and the board has matured, the needs of the board have evolved. As such, the D.A.T.E. Board will seek out governance training that not only covers the SBOE requirements and is provided by a SBOE approved vendor but that also provides a level of training designed for mature and successful schools that are looking to build on their strengths and take their school to the next level of success and sustainability.

i. Disclose any potential conflicts of interest and describe how the governing board will ensure that current and future board members avoid conflicts of interest.

D.A.T.E. is not aware of any conflicts of interest among its current board members. Members of the Board of Directors are required to avoid conflict of interest by: 1) declining to enter into any contract with the school that would provide financial gain; and 2) declining to become employed by the school. In addition all board members sign a conflict of interest form prior to their election/appointment to the board. All Board members also receive board training on an annual basis including training on conflicts of interest.

j. How will the governing board's role uphold the school's mission and vision? Please provide specific examples.

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

The board furthermore, is responsible for maintaining the vision and mission of the school by developing policies to ensure the fundamentals are maintained The board is instrumental in developing and implementing ongoing operation procedures in accordance with the mission and vision and values of the academy. As sole responsible legal and financial stewards of the academy, they ensure that the school's mission and vision are in compliance with statutory and regulatory requirements of the DeKalb County School District and the Georgia Department of Education. The board has been complimentary, specifically in communicating the mission and vision of the school to the community, holding the school leaders, faculty and staff accountable to achieving the mission and vision f the school, recruiting and mentoring trustees to ensure they have shared values, participating in fundraising and other community events on behalf of the school, and leading by example in their personal and professional endeavors.

k. How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.

The Governing Board will give the CEO/Headmaster a formal evaluation at least annually. This evaluation is designed to hold the leader accountable for successful implementation of the strategic plan, and for staying within budget. Principals and Assistant Principals will be evaluated by the Headmaster.

Both the CEO/Headmaster and the Principals will be evaluated using the Leader Keys Effectiveness System (LKES). The following LKES Keys will be utilized in the performance evaluations:

1. Instructional Leadership -The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.

2. School Climate -The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

3. Planning and Assessment- The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision making consistent with established guidelines, policies, and procedures.

4. Organizational Management -The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

5. Human Resources Leadership - The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.

6. Teacher/Staff Evaluation- The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.

7. Professionalism- The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.

8. Communication and Community Relations- The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.

l. How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.

The CEO/Headmaster will oversee all financial activities of the school on a day-today basis. The CEO/Headmaster shall have authority to enter into contracts or make purchases for the school in an amount not to exceed $2,500.00 per purchase or contract unless the expenditure has already been approved by the Governing Board as part of the school's annual operating budget. All other checks must be cosigned by the Treasurer or President of the Board. On a monthly basis, and no later than the 23rd of each month, the Chief Executive Office/Headmaster shall provide to each member of the board a Financial Statement reflecting all funds received, by source, and all funds disbursed, by purpose, for the foregoing calendar month. This report also shall be submitted to the Local Board. Simultaneously the CEO/Headmaster shall provide to each board member a printout of all disbursements made the prior month, as well as a year-to-date Financial Statement reflecting all receipts and disbursements as compared to the Annual Budget adopted by the school's board. Any board member shall have reasonable access to the School's financial records at any time.

Over the course of the past 10 years the Board of Directors has taken many pro-active steps to improve the fiscal monitoring and financial stability of the school. Some of those steps have included: Implementing sound and appropriate staff skills; Increased staffing; Increased segregation of duties; New and improved financial processes, account reconciliations, and proper application of accounting principles. The goal of the board and management is to continuously improve the financial stabilization at D.A.T.E. Other strategies instituted to achieve these goals are the following:

a. The structure and design of certain financial information reporting processes;
b. Adequate and effective policies for documenting transactions;
c. Upgrades of accounting reporting systems;

d. Appointment of an experienced Chief Financial Officer;
e. The design of policies and execution of processes related to accounting for transactions; and
f. An aggressive plan to control costs in relation to revenue.

m. How will parents, community members, or other interested parties be involved in the charter school's governing board?

As noted in more detail in subsection 16.a. of this section, parents make up a two thirds majority of the D.A.T.E. Board of Directors. One board post is held by the PTO President and five more parents/guardians are elected to the Board by the parents/guardians of students at the school. The other three board members are appointed positions that are required to be filled by community members with particular expertise in Education, Technology, and Environmental Conservation. Finally, the board has the ability to appoint non-voting, honorary board Members to recognize individuals who have provided particularly valuable resources to the school (either through their commitment of time or property/finances or advice) or who have a particular area of expertise that can be of value to the school but who do not have the time or ability to commit to serving as a full Board Member.

n. How will the school promote parental and staff involvement in school governance?

The most direct way parents are involved in the governance of the school is through electing the parent/guardian Board members and by actually serving as one of those Board members. Beyond that, there are numerous ways parents/guardians and staff can get involved.

Parents play an active role in the school by their participation as volunteers in and out of the classroom, membership in a Parent Teacher Organization, and service on various committees as may be established by its board. Parents also assist in the process by which the school's performance will be assessed on an annual basis via annual stakeholder surveys.

The D.A.T.E. staff is also very involved in governance of the school – particularly in the creation and continual adaptation of the curriculum. The D.A.T.E. curriculum is the backbone of the educational program, which is, in turn, the most important aspect of the D.A.T.E. mission and vision. The staff also has a process for bringing their suggestions regarding the operations and policies of the school –to- school leadership and the Board for consideration.

o. How will the school communicate with students' families?

Communication is the heart of education and a dynamic part of education success. Effective two-way communication is a necessary trait for success at all levels in education at D.A.T.E. and as a technology based school; D.A.T.E takes advantage of the multitude of social media in order to reach all stakeholders, especially parents. All parents and students have email accounts established by technology department of D.A.T.E. In addition, the student information system, RenWeb, allows our faculty and staff and parents, and students to connect anywhere and anytime with the integration of lesson plans, emails, grades, and message alerts. In addition, phones have been placed in each classroom to increase and improve communication and enhance its opportunity. The many more programs and procedures listed below are in place to increase communication at all levels.

Letters of Introductions and Welcome
Home Visits and Focus Groups (Fire Chats)
New Student Orientations
Newsletters

Class /School Website
Conferences
Social Media- Twitter, Facebook, You Tube

17. Grievances

Grievances, conflicts, and complaints will be directed through the school PTO, Headmaster, Student Government Association, followed by the Board of Directors if not resolved.

a. What will be school leadership's role in resolving teacher, parent and student grievances and other conflicts? Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.

Any grievances, conflicts, and complaints shall be handled first through an informal process in accordance with the procedures set forth below:

1) Any grievances, conflicts, and complaints must be submitted in writing ("Written Notification"). The Written Notification must identify the nature of the dispute. The Written Notification may be tendered by personal delivery, by fax, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice, if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by fax, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the United States mail. Written Notifications shall be addressed as follows:

To D.A.T.E.: DeKalb Academy of Technology and the Environment
1492 Kelton Dr.,
Stone Mountain, GA 30083
Attention: Headmaster

To the teacher, student, or parent: To the current home address on file with the charter school.

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss and resolve the controversy, claim, or dispute at issue ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the written response is received by the other party. The Written Response may be tendered by personal delivery, by fax, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice, if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by fax, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the United States mail.

b. What will the governing board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group. Describe the plan or method that the charter school's governing board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.

If the matter can not be resolved at the Issue Conference, the Governing Board will hold a hearing on the issue that will comply with all open meetings as well as FERPA and other legal

requirements.

c. Describe the method that the governing board plans to utilize for resolving internal conflicts.

The process for teachers and other staff members is the same as the one stated above in subsections a. & b. of this section.

18. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4).

The Certificate of Incorporation is attached as Appendix J.

19. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.

A description of each Board Member's role is attached as Appendix K.

20. In the appendix, please provide the proposed charter school's bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter school's mission and non-profit status and should include:

a. The method by which the board will be elected or appointed and removed, as well as the term of office for each member.

b. The number of members to serve on the board after the charter school is authorized (the minimum required by DCSD is five), and identify any seats reserved for specific constituents.

c. The responsibility and authority of the board for the policy and operations of the charter school.

d. A list of committees of the governing board (which must include, at minimum, an executive, finance, and education/accountability committee).

e. The calendar for board meetings, providing for a minimum of six meetings per year.

f. A list of the quorum and voting requirements for board meetings and committees.

D.A.T.E.'s By-laws are attached as Appendix L.

21. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member.

Conflict of Interest forms signed by all Board members are attached as Appendix M.

V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

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

please complete this section and include a signed, operationalized agreement submitted as an exhibit.

Not applicable.

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

a. Contact information for a representative of each business and/or partnership listed should be provided.

b. Disclose any potential conflicts of interest within each arrangement or partnership.

c. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

Partners in Education Agency	Name	Contact
Chattahoochee Nature Center	**Dir. Tom Howard**	7
Gwinnett Environmental and Heritage Center	**Dir. Jason West**	
Brock Tours	**Rose Mary Brock**	
DeKalb Chamber of Commerce	**Rick Young Jr.**	
Kaboom Dr. Pepper/ Snappl	**Gerry Megras/Helen Zimmeran**	h
Builder Bunch/Leggo	**Charlene Holder**	
Your Day Your Way Events	**Theresa Johnson**	
Luke Sports	**Jeff Gorman**	j
Honeywell	**Ron Mayo**	
Stone Mountain	**Naomi Thompson**	

Copies of contracts with outside partners are attached as Appendix G.

VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

24. State the school's Financial Goals and Measures.

a. School financial performance objectives should reflect where the school envisions itself financially at the end of the charter term.

b. Objectives should emphasize fiscal health and sustainability.

Financial Performance Objectives:

1. The Board of Directors will approve a realistic and attainable balanced budget for each fiscal year during the renewal term.

Measures:

a. The annual budget will be approved at an open meeting and will be posted on the school's web site. It will also be forwarded to DCSD and it will reflect expenses that are less than or equal to revenues.

b. No grant revenues will be used to balance the annual budget unless such grant has actually been awarded to the school and documentation exists to show such an award.

c. All non-public, non-grant revenues (i.e. fundraising/annual campaign will be based on figures that are consistent with the schools documented historical ability to raise such funds.

2. The school will maintain a reserve fund that will grow to at least $2,000,000 by the end of the 2020-21 fiscal year.

Measures:

a. D.A.T.E.'s annual audited Financial Statements each year will demonstrate growth of the operating reserve fund toward the stated goal.

b. The audited Financial Statements for the final year of the renewal term (2020-21) will show a balance equal to or greater than the targeted amount.

3. D.A.T.E. will have sufficient enrollment applications to maintain revenue stability during the renewal term of the charter.

Measures:

a. D.A.T.E. will have an annual enrollment of at least 98% of the targeted annual enrollment listed in the table below.

b. D.A.T.E. will have annual waiting lists in at least 6 of the 9 grades served and the total waiting list will be equal to or greater than 25% of the total school capacity of 771 students.

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

The Board of Directors shall approve an annual budget for the next school year near the end of each school year. The budget process will be started by the CEO and CFO, who may seek assistance from outside charter school finance experts as needed. Once a balanced and workable budget is ready, the CEO/Headmaster will submit that budget to the Board for discussion and – if appropriate – approval.

The CEO/Headmaster will oversee all financial activities of the school on a day-today basis. The CEO/Headmaster will have authority to enter into contracts or make purchases for the school in an amount not to exceed $2,500.00 per purchase or contract unless the expenditure has already been approved by the Governing Board as part of the school's annual operating budget. On a

monthly basis, and no later than the 23rd of each month, the CEO/Headmaster shall provide to each member of the board a Financial Statement reflecting all funds received, by source, and all funds disbursed, by purpose, for the foregoing calendar month. This report also shall be submitted to the local board. Simultaneously, the CEO/Headmaster shall provide to each board member a printout of all disbursements made the prior month, as well as a year-to-date Financial Statement reflecting all receipts and disbursements as compared to the Annual Budget adopted by the school's board. Any board member shall have reasonable access to the School's financial records at any time. Financial statements shall be prepared by the CFO who will review them with the CEO/Headmaster each month prior to submission to the Board members.

Over the course of the past 10 years, the Board of Directors has taken many pro-active steps to improve the fiscal monitoring and financial stability of the school. Some of those steps have included: Implementing sound and appropriate staff skills; Increased staffing; Increased segregation of duties; New and improved financial processes, account reconciliations, and proper application of accounting principles. The goal of the board and management is to continuously improve the financial stabilization at D.A.T.E... Other strategies instituted to achieve these goals are the following:

a. The structure and design of certain financial information reporting processes;
b. Adequate and effective policies for documenting transactions;
c. Upgrades of accounting reporting systems;
d. Appointment of an experienced Chief Financial Officer;
e. The design of policies and execution of processes related to accounting for transactions; and
f. An aggressive plan to control costs in relation to revenue.

d. Use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with O.C.G.A § 20-2-171.

Five year GADOE budget spreadsheets are attached as Appendix N. No private grants are used in the five year budget.

e. Identify the school's Chief Financial Officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.

The Chief Financial Officer is Tony Loye. Appendix O contains additional information about Mr. Loye and describes how his credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04.

f. Identify the representatives of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The DCSD required bond amount is $1 million.

A Crime/Fidelity Bond is currently in place and will be maintained throughout the term or the charter renewal. Evidence of that bond is included in Appendix P.

In addition to Mr. Loye, the CEO/Headmaster and Principals play important roles in the day to day financial management of the school. The Board of Directors also plays a vital role in the

financial management of the school by setting the annual budget, engaging in a monthly review of the school's Financial Statements – including a year to date budget to actual comparison, and overseeing/evaluating the job of the CEO/Headmaster using an evaluation tool that includes an analysis of how well the CEO does of keeping the school on budget.

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

The school has implemented strong financial control that has resulted in positive financial strength in the last ten years through strong board oversight. The board and school administrators plan and measure the success of the budgetary result on a monthly basis. The measurement system features monitoring budgetary results to aggressively react to any two consecutive pending losses and to develop plans to reduce costs. This has resulted in the positive net worth of the school from $196,010.00 in 2006 to approximately $1,900,000.00 in 2015, an increase of over 871% with a strong operating cash reserves in excess of $1,680,000.00, an approximate of 133 days short-term cash on hand.

a. Describe the financial innovations that will be implemented during the proposed charter term.

To continue to provide quality and relevant of feedback with real-time coaching of new and old board of directors and school administrators, the school will continue to provide financial literacy that will provide new and incoming board members and school administrator's tools to be financial literate. This will help their actions and impact their decision-making and in turn affects financial outcomes. It will develop more approach to the school financial performance that focuses on elements that drive success. This will be realized throughout the years by focusing on management control and performance measurement aspects.

b. Provide a clear explanation of how the innovations will increase financial effectiveness.

It will develop clearer articulation of the drivers and measures of performance for both board of directors and management in strategic oversight; accountability, monitoring and evaluating performance.

c. Describe why the innovations are appropriate for this unique school.

By providing more specificity to the inputs, processes, and outcomes of the financial performance that the school has realized through previous years and to provide sustainability, both by the Board of Directors and school administrators, they need to direct their activities to things that are more likely to produce superior organizational performance and greater results both academically and financially.

26. Fundraising or Other Sources of Income

a. Please describe in detail the school's plans for securing other sources of funding. This plan should demonstrate financial independence from the school district by using state and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.

The academy implemented a Before and After Care Program to supplement funds. In the last ten years, the program has generated over one millions in revenue ($1,000,000.00) due to effective internal control of revenue collection policy. This has provided additional funds to our operating reserve in the excess of over three hundred and fifty thousand ($350,000.00) dollars in ten years. Although this is not D.A.T.E.'s only means of revenue, it is our most fruitful.

In addition, D.A.T.E. has a yearly Capital Campaign, where parents and community members are able to donate at different levels; these monetary donations at the varied levels are recognized as keep sake mentions and monuments throughout the school grounds and advertisements. The

capital campaign has contributed over eighty thousand ($80,000.00) dollars to our operating reserves in the last ten years and plans are in place to generate additional funds through other means of campaign initiatives that is intended to contribute additional seventy to one hundred thousand ($70,000.00 - $100,000.00) dollars by year 2021.

b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your school would remain solvent if you do not receive these funds.

Our PTO has been instrumental in school-wide fundraising and providing many avenues for parents and other stakeholders to become engaged physically as well as financially. With over $50,000 raised each year, the PTO has been able to purchase school equipment, provide added supplies for school activities, and contribute to programs and projects throughout the campus. The type of items that are typically purchased by the PTO using these funds are 'wish list' items that are not included in the operating budget but that have a positive effect on our ability to add meaningfully to the academic program each year. Thus, if the PTO has a down year in terms of fundraising, it will not impact the D.A.T.E. operating budget or our ability to remain solvent.

D.A.T.E. is implementing an aggressive capital campaign through a separate Foundation Board of the school that will reach out to corporate charity and private endowment funds. The dual purposes of the Capital Campaign will be to provide additional revenue for classroom materials and supplies, along with enhancing the school's endowment for future acquisition, construction, and renovation.

Presently – at the end of fiscal year 2015 – the operating reserve contains in the excess of one million six hundred eighty thousand ($1,680,000.00) dollars. The operating reserve is projected to conservatively grow to over two million ($2,000,000.00) dollars by year 2021. This operating reserve will ensure the school will remain solvent even if any of the revenues fall short of projections. The school will continue to increase the operating reserve with the successful revenue generated from the Before and After Care Program.

c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder may be included as an Appendix item.

No private fundraising sources other than amounts projected to be raised through the Before and Aftercare Program are included in the attached budget. Those funds are not guaranteed. However, D.A.T.E. has a long history of achieving positive cash flow through the Before and Aftercare Program so there is a strong likelihood we will achieve similar results in the coming years. In addition, the operating reserve fund has a current balance of nearly $1.7 Million so any shortfall in projected private revenue can easily be absorbed by using the reserve fund.

d. If established, provide evidence of your organization's federal tax-exempt status in the Appendix.

D.A.T.E. has been confirmed by the IRS as a public charity with tax exempt status. A copy of that determination letter is attached as Appendix Q.

Guideline: *Funding by DeKalb County Schools shall not be affected by the charter school's receipt of any grant or funds from another source. If the charter school ceases operation, any grant funds or loan proceeds made to the charter school shall be distributed in accordance with the terms of the grant or loan.*

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

a. Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your financial plan for which you need a waiver – and the waivers that are required to allow the implementation of that component.

We believe the D.A.T.E. financial plan is in accordance with state law with the only exception being the portions of state law and regulation that give the local Board of Education authority to set the budget and educational programs for each school in its system. As a charter school, the budget and educational program are set by the D.A.T.E. Board of Directors subject to the approval of our authorizers and subject to the language of the charter.

VII. STUDENT ADMISSIONS

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

a. What is the school's attendance zone? Please describe or provide a map which indicates your targeted attendance zone.

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

b. Please state the following enrollment priorities that apply, pursuant to O.C.G.A. § 20-2-2066(a)(1), in the rank order the school will use them. If the school will not utilize any enrollment priorities, please leave this section blank.
   i. A sibling of a student enrolled in the start-up charter school
   ii. A sibling of a student enrolled in another local school designated in the charter
   iii. A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school
   iv. Students matriculating from a local school designated in the charter

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

c. Describe the rules and procedures that will govern admission and registration. Please include the school's admissions policy for potential students that are equitable, non-discriminatory, and will ensure that the student populations will reflect diversity. Please note that "enrollment priorities", "admission" and "registration" are different concepts. To avoid confusion the GADOE recommends the following:
   i. "enrollment priorities" describe those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);
   ii. "admission" describes pre-lottery processes and forms; and
   iii. "registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.

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

Applicants for admission to specific grade levels will remain or in the future be made available to the public for a minimum of 8 weeks per year. Through Phase I (4 weeks), reenrollment and sibling enrollment will occur. In Phase II (4 weeks), open enrollment and the lottery selection

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

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

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

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

The Charter School acknowledges the following: Students not residing in DeKalb County are not eligible to attend the charter school. A charter school may not charge tuition. The charter school shall report daily attendance to the DeKalb County School System (DCSS) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades k-8, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the Infinite Campus) application while the charter school shall provide hardware and the necessary Internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications are to be produced.

<u>Student Withdrawal</u>
A student may withdraw without penalty from the Charter School at any time and enroll in a local school in the DeKalb school system or in a school in the system in which the student resides, pursuant to the rules and regulations of that school system.

d. Describe procedures for situations if student applications for admissions exceed available space, including the following:

    i. The precise manner in which the lottery will be conducted and by whom;
    ii. Measures to ensure that the admissions process adheres to legal requirements; and the procedures for wait-listing students who are not included in the first round of lottery offers.

In Phase II of our enrollment process (open enrollment), after all applicants have submitted a completed application, they will be assigned a lottery number via email.
The parents will then be notified of the lottery date, time, and location. Parents will have the option of attending the lottery and receiving lottery results via email. The lottery will be conducted in an open forum via a random numeric lottery system. The lottery results will determine the order of the students' placement on waiting list. The lottery process will be recorded manually and audio-visually for transparency and accountability purposes. The waiting list will be determined by the random selection of student lottery numbers.

Upon seat availability, the students' lottery number will determine- placement in order of drawing. If no seats are available in any particular grade, then the waiting list will continue to be complied to determine eligibility for future seats.

e. How will the charter school reach students representative of the racial and socioeconomic diversity in the school system?

The charter schools goal will be to increase diversity in the levels of socio-economic, gender, race, and, intellectual abilities. Although the school is currently marketing and advertising throughout the entire DeKalb County school attendance zone, more ingenuity and effort will take place in visiting other education learning centers, providing addition interest meetings for interested parents, and establishing a recruitment team that will consist of parents and contributing citizens of the diverse team desired. This team will be responsible for implementing a plan of action to include the recruitment of diverse learners that are needed.

Upon notification from the Office of Charter Schools Compliance that the Charter has been renewed, the Charter School will prepare additional printed brochures, fliers, and leaflets to publicize the continued operation and reenrollment dates of the Charter School in the metro DeKalb County Area to attract a diverse student population. In addition, newspaper and radio ads will be prepared and published. D.A.T.E. Officials will visit local non-public children's learning academies and schools. In addition, D.A.T.E. will continue to participate in the Annual School Choice Fair promoted by DeKalb County Schools.

D.A.T.E. will market the school to all current and rising K-8 students in DeKalb County. In this way, we aim to ensure that all eligible students and their families are provided with the information they need to make an informed decision as to whether or not they wish to enroll in the school.

The Charter School shall not discriminate against students or employees on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status or for special educational services. Furthermore, the Charter School shall not discriminate on any basis that would be illegal is used by a school system.

f. How does the school plan to recruit students and maintain/increase enrollment? Please include an enrollment application in the appendix.

The processes listed in subsection e. above regarding attracting a diverse student population apply here as well. By publicizing the charter renewal along with our unique curriculum and levels of student success, D.A.T.E. will put itself in a position to maintain its enrollment. As a mature charter school with 10 years or operations history we are on very solid ground in this regard. For example, this fall (2015) there are 743 students enrolled with 385 on the waiting list.

The current D.A.T.E. enrollment application is included with this petition as Appendix R.

g. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

D.A.T.E.'s annual calendar and sample daily schedule are included as Appendices S and T.

VIII. FACILITIES

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

a. Is the facility new or existing? Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)

The D.A.T.E. facility is an existing facility that was constructed in 1985 as an office building, remodeled in 2009 when D.A.T.E. began leasing the facility. D.A.T.E. then purchased the facility in 2011. A copy of the ownership documentation is included as Appendix U.

This nearly 70,000 square foot building encompasses enough space to allow for maximized instruction to take place with a variety of learning centers, explorations, and continuous engagement. In addition, the site allows D.A.T.E. to truly focus on it's theme of technology with the opportunities to have a multitude of computer labs customized for grade levels. There is also ample room to provide a multitude of science labs with fully middle school accredited science rooms, study halls, libraries and media centers, conference rooms, and rooms identified for specials (music, art, health, Spanish, technology) and a cafeteria of over 3,000 feet. Even more exciting, there are several restrooms located on each of the three floors to dramatically increase our capacity! Our site allows us to fully embrace the fine arts, with a separate space for the auditorium/gymnasium with four to five thousand square feet and a band hall of two to three thousand square feet. We can't forget about the environmental focus that is also the highlight of our academy. With 5 acres, there are many opportunities to focus on the environment, employing a variety of activities and taking advantage of the acreage with an aquaponics area, vegetable gardens spaces, chicken coops, natural flower and butterfly gardens, and an outdoor amphitheater learning classroom with native Georgia habitat and animals alive and present.

b. Will the facility require renovations? If so, describe the extent of the renovations and source of funding to pay for the renovations. (Building plans must be approved by the DeKalb County School's Facilities department.)

I. Please include a narrative regarding how the renovations will comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how anticipated completion date for each major phase of renovation.

II. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include the following:
- The scope of the work to be completed and proposed funding mechanism to cover these costs;
- The person(s) who will manage the project and their qualifications; and
- A project timeline.

III. If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.

D.A.T.E. has already made significant renovations and upgrades to the facility. No additional renovations to the facility are planned at this time.

c. What is the location of the facility?

   I. If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled "Building Lease with Religious Organization Form," regarding this arrangement.

   II. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).

The Charter School is located at 1492 Kelton Dr. Stone Mountain, GA 30083. This facility is not affiliated with any church or other religious organization. Documentation showing D.A.T.E.'s ownership of the facility is included as Appendix U.

d. How does this facility meet the required space needed for the proposed school? Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.

With nearly 70,000 square feet and a maximum student body of 771, the facility provides a total of around 90 square feet per student with all of the classroom, athletic, and extra-curricular spaces needed for the D.A.T.E. K-8 model. The school is currently approaching its planned capacity and the facility is fully able to accommodate that capacity.

e. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education. This also includes completion of a "Phase I Environmental Site Assessment." (Place these items in the Appendix.)

The signed Site and Facility Approval form is attached as Appendix V. The Phase I Environmental Assessment along with the Asbestos Letter is attached as Appendix W.

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

a. The MOU should include the total proposed facility cost.

b. The MOU should set forth any material terms that will be reflected in a lease, such as the lease term.

Not applicable.

31. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?

a. Please note that schools must obtain a CO no later than 45 days before the start of the charter term on July 1. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

Certificate of Occupancy for the property located at 1492 Kelton Dr. in Stone Mountain, GA has been obtained and is located at the school building. A copy of the C-O is attached to this petition along with the Site Approval form as Appendix V.

32. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?

Please note that schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.

a. Provide the school's emergency/safety plan in the Appendix.

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

The school's emergency plan is in accordance with DeKalb County Schools Districts Emergency School Plan and is located in Appendix X. A copy of the Phase I environmental findings is attached to this petition as Appendix W.

The school's emergency plan that was established in accordance with DeKalb County Schools was prepared and is executed around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery. The plan provides standardized approaches to ensuring that our students, faculty and staff, parents, and others affiliated with D.A.T.E. are ensuring good safety practices and effective emergency practices. The creation and the revision of the school safety plan is done by following a collaborative practice. Moreover, the execution of this plan is continuously perfected with drills and practices throughout the school year to increase familiarity.

IX. STUDENT DISCIPLINE

33. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.

a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.

b. Provide a description of how the charter school will 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.

c. If the school intends to require a uniform, the dress code policy should also be included.

Guideline: *The policy must not refer to involuntary transfer as a discipline option. It is mandatory that applicants adopt the DeKalb County School District's Student Code of Conduct as their discipline policy.*

Rules and procedures concerning student discipline and dismissal, including the school's code of conduct, shall duplicate those of the DeKalb County Board, a copy of which is attached as Appendix Y. However, the School reserves the right to adopt additional rules to be applied which are not inconsistent with those DeKalb rules. These additional rules include the following:

1. Student Uniform Policy

Students shall be required to wear a uniform. For boys, this uniform shall consist of khaki pants, white shirts, a green tie, and brown or black shoes. For girls, this uniform shall consist of khaki skirts, skorts or jumpers, a white blouse with tie, and brown or black shoes with white short or knee high socks. All kindergarten students may wear khaki shorts and tennis shoes. A gym uniform may be required.

Enforcement of the uniform policy will be overseen by school staff and the DeKalb Academy of Technology & Environment. The school should strive to achieve compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to result in compliance. The school will communicate with parents so that expectations, rationale, and benefits are clearly published.

When necessary, DeKalb Academy of Technology & Environment will implement the following discipline policy;

1. **First infraction:** Verbal reprimand, contact parent and In-School Suspension (ISS) until end of day or correction of the violation.

2. **Second infraction:** Required parent conference and two (2) days ISS**.**

3. **Third infraction:** Contact parent, three (3) days ISS and Local Formal Hearing, which may result in up to 10 days ISS, local probation and/or parent attend classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules – and a possible referral to an alternative setting upon a finding of guilty by the Student Evidentiary Hearing Committee.

2. Disciplinary actions shall be reported to parents on a daily basis, in writing. Parents shall acknowledge receipt of such notes by signing and returning them.

The Charter School will report as required by law and applicable policies and rules, including but not limited to:

- All cases of violent or potentially criminal acts committed by anyone against a student, school volunteer, or a school employee on school property or at a school function.
- Possession of a controlled substance, a weapon, or a dangerous instrument by any one on school property or at a school function.
- Participation in training related to the reporting process for school administrators.
- Establishing a policy on school/police relations and develop a Memorandum of Agreement (MOA) with each police department that provides police coverage to the Charter School.
- Advising each school employee, at the time of hiring and at the beginning of every school year thereafter, of his/her duty to report school crimes and the penalty for failure to so report.

A student who is suspended or expelled from the Charter School as a result of a disciplinary action taken by the Charter School shall be entitled to enroll in a DeKalb County school if the conduct would not have resulted in suspension or expulsion under the Local Board's disciplinary policy.

Conditions for expulsion from the Charter School include, but are not limited to, the following occurrences:

A) Possession of a weapon at school property or a school event or on school property.

B) Arson on school property.

C) Sexual conduct on school grounds.

D) Physical assault of a teacher.

E) Physical assault of another student (fighting).

F) Being under the influence of alcohol or illegal drugs at school or a school event.

G) Sale, use or possession of alcohol or illegal drugs at school or a school event.

Students will receive and sign for the Code of Student Conduct, which contains the discipline rules and regulations of the School System. Students will be taught the contents of the handbook. Special Education students are taught the contents of the handbook by special education teachers. Also, English students of other languages are taught the contents of the handbook by ESOL teachers and staff. Students who enroll in a DeKalb school during the school year also receive, sign for, and are taught the contents of the handbook. Students are administered tests on the contents of the Student Rights and Responsibilities handbook. Students who score less than a 90 on the test must take a retest after additional instruction is provided. Tests are age appropriate and are prepared for grades K-8th. Students receive a Student Against Violence Everywhere (SAVE) agreement that encourages conflict resolution as a substitute for violence. Students receive the booklet Keeping Weapons Out of Your School to inform students of policies and laws and to encourage students to take an active role in making and keeping their school free of weapons and safe.

The D.A.T.E. student, parent, and staff handbooks are attached as Appendix Z. Teacher job descriptions are contained in the staff handbook.

X. OTHER INFORMATION

34. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.

The parents of each student enrolled at the Charter School will arrange for his/her transportation to and from school. Parents who accompany children on field trips must carry insurance coverage for such an activity. By not providing transportation, the school does not foresee attendance being a barrier due to the fact that most students who attend live within a five mile radius. The academy provides a car pool program to assist parents with varying schedules. The academy has also established relationships with several companies to assist parents in setting up van pools. In addition, before-care and after-care services are available for parents with extended work hrs. We are committed to ensuring D.A.T.E. is a viable option to as many families as possible from throughout DeKalb County.

35. State whether the charter school will provide food services (including participation in the National School Lunch Program).

a. If food services will be provided, please describe this program briefly.

b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.

The Charter School does not participate in the federal school meals program but we do provide an affordable lunch program for students. Our lunch program is provided by Piccadilly Food Service as the food service provider. Piccadily restaurants bring over 65 years of restaurant experience to the food service program. The experienced team prepares a variety of meals with a focus on both taste and nutrition daily according to local state guidelines. The food is prepared off site and brought and warmed as well as served by the Picaadilly's staff. The cost is $2.00 per child. The school will also subsidize lunch prices for students who qualify for free and reduced lunch. The parents of students enrolled at the Charter School are permitted to send lunch with their child(ren) or participate in the school's lunch program.

36. Provide information on the school's legal representation or counsel.

a. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?
b. Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.

D.A.T.E. does not have a specific attorney or law firm on retainer. However, D.A.T.E. has used and will again use lawyers and/or law firms that are familiar with specific (or general as needed) areas of law should a legal issue arise during the course of this charter term. We have not had the petition or the petition guidelines reviewed by a lawyer representing the school. However, we have hired a consultant to assist us with the completion of this petition who is a former attorney having practice law for 10 years in the Atlanta area and is currently a charter school consultant with 15 years experience working with charter schools and studying charter school law, rules, regulations and guidelines in Georgia.

37. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas:

a. General Liability
b. Errors or Omissions
c. Property/Lease Insurance
d. Auto Liability
e. Worker's Compensation
f. Theft

Without waiving any protections afforded public school employees under the doctrine of sovereign immunity or as otherwise provided by law, the Charter School shall be insured as follows:

General Liability	$2,000,000
Directors and Officers Liability	$1,000,000
Property/Lease Insurance	100% of replacement cost
Auto Liability Insurance	$1,000,000
Workers Compensation	As required by law
Theft	$500,000

Pursuant to O.C.G.A. § 20-2-2065(b)(5), The DeKalb County Board of Education is included as an additional insured. The charter school shall hold harmless and indemnify DeKalb County

School District, the board of education, its members, officers and employees for every liability, claim or demand upon the charter school; and the charter school petition shall contain a statement that the charter school agrees to defend and indemnify the DeKalb County Board of Education in any action arising in any way from the charter school's activities. Copies of all current insurance policies are attached to this petition as Appendix P.

38. **Additional information** that may support the information presented in the narrative section of your petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. DCSD may request additional attachments/appendices as needed. Pages in the appendices should be numbered, labeled, and included in the Table of Contents. Labeled tabs/ dividers should separate the appendices. Please attach only materials referenced in your petition, such as budget forms, certificates of incorporation, bylaws, education management company or other third party contracts, facilities, Letter of Intent and/or Memorandum Of Understanding, resumes, and signed conflict of interest forms. Examples of common attachments/appendices are listed below, but are not solely limited to these items.

39. Letter of Assurances

The signed Letter of Assurances follows:

DeKalb County School District Letter of Assurances for
DeKalb Academy of Technology & the Environment Charter School

DeKalb County School District

1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083-1027
678-676-1200

Board of Education
Dr. Melvin Johnson, Chair
Mr. James L. 'Jim' McMahan, Vice Chair
Mr. David Campbell
Dr. Karen D. Carter
Mr. John W. Coleman
Dr. Michael A. Erwin
Mr. Thad Mayfield
Dr. Joyce Morley
Mr. Marshall D. Orson

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.

Petitioner Initials _____

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.

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 knowledgably 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.

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. § 20-2-2065(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.

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 agrees 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.

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 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.

4. 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. §20-2-2065(a), the charter school will meet or exceed the performance-based goals and measureable 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. §20-2-2065, 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. § 20-2-2067.1(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.

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.

DeKalb County School District Letter of Assurances for DeKalb Academy of Technology & the Environment Charter School

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.

Petitioner Initials _____

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:

Petitioner Initials _____

a. 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
b. 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. assists 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.

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;

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 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. Boza, 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.

_____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

List of Appendixes:

A. Most Recent D.A.T.E. Accountability Spreadsheet.
B. Table of CCRPI scores.
C. Full, Integrated Curriculum.
D. Citations for Cited Educational Resources.
E. Accreditation Certificates from SACS and GAC.
F. List of Extra Curricular Activities Offered at D.A.T.E.
G. Copies of Vendor & Partner Contracts.
H. Board Member Resumes.
I. Governance Matrix.
J. Certificate of Incorporation.
K. Specific Board Member Roles.
L. D.A.T.E. By-laws.
M. Signed Conflict of Interest Forms.
N. Five Year Budget with Cash Flow Analysis.
O. CFO Bio.
P. Insurance Documentation including Crime/Fideltiy Bond.
Q. IRS Determination Letter.
R. Current D.A.T.E. Enrollment Application.
S. Annual School Calendar.
T. Sample Daily School Schedules.
U. Documentation of Facility Ownership.
V. Site and Facility Approval Form with Certificate of Occupancy.
W. Environmental Report & Asbestos Letter.
X. Safe School Plan.
Y. Code of Conduct for DeKalb County Schools.
Z. Student, Parent, and Staff Handbooks.

Appendix A

System Name: **Contract Period:**

Charter School Accountability Report

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

School/System Name: Dekalb Academy of Technology and Environment Chart School, Inc. **Charter Term: 2011-2016**

Contract Terms and Performance Goals	Assessment	Year 1:2011-2012		Year 2:2012-2013	
Essential or Innovative Features (Indicate whether each essential or innovative feature was implemented. Use the legend below to indicate the implementation of each feature.)					
Environmental Sciences integrated into core subjects as well as required course for students		X		X	
Computer and Technology Integrated into subjects and required course for students		X		X	
Charter School is an IB Candidate School for Middle School				X	
Implementation of Student Learning Electronic Portfolios for students		X		X	
Implementation of Engagement Model as Partners with the Ron Clark Academy				X	
Master Garnering Program/Aquaponic &Hydroponics Program Implementation		X		X	
		Target	Actual	Target	Actual
Achievement of Academic and Organizational Goals (Indicate the assessment used for each measure. Provide the target and actual performance for each measure. Use the legend measure as needed)					
Academic Goal 1: During each charter year, the charter school will make Adequate Yearly Progress, as demonstrated by meeting and exceeding AMO for following subjects: * Reading, Math,					
Measure 1: (3-8) Students will meet and exceed Reading standards by:	CRCT	**97%**	**98%**	**99%**	**98%**
Measure 2: (3-8)Students will meet and exceed English/Language Arts standards by:	CRCT	**97%**	**97%**	**98%**	**96%**
Measure 3: (3-8) Students will meet and exceed Math standards by:	CRCT	**87%**	**84%**	**91%**	**90%**
Measure 4: (3-8) Students will meet and exceed Science standards by:	CRCT	**76%**	**83%**	**78%**	**84%**
Measure 5: (3-8) Students will meet and exceed Social Studies standards by:	CRCT	**71%**	**86%**	**73%**	**87%**
Academic Goal 2: The Charter School's Kindergartens will demonstrate proficiency and improvement over prior years performances as measured by the GKIDS					
Measure 1: English	GKIDS	91%	96%	92%	83.80%
Measure 2: Math	GKIDS	90.40%	97.6	91.40%	92.40%
Measure 3: Non Academic Strands of Approaches	GKIDS	87.70%	93%	88.70%	90.80%
Measured 4 : Personal and Social Development	GKIDS	86.70%	95.30%	87.70%	86.40%
Academic Goal 3: The Charter School will demonstrate proficiency and improvement over prior year's performance in writing as measure by writing assessment.					
Measure 1: 3rd grade	Writing Test	**90%**	**97%**	**92%**	**95%**
Measure 2: 5th grade	Writing Test	**85%**	**87%**	**82%**	**90%**
Measure 3: 8th grade	Writing Test	**87%**	**92%**	**89%**	**84%**
Academic Goal 4: In each year of the charter, the Charter School will continue to develop and implement a curricula infused with environmental and technological learning					
Measure 1: Increase from a baseline of 35%, by 2% each year for all grades of lesson plan with DeKalb County related issues	Data Collection	**37%**	**45%**	**39%**	**55%**

Measure 2: From a baseline of 85%, increasing by 2% each year, lesson plans in core curriculum subjects will involve an environmental /technological themes	Data Collection	**87**	**100%**	**89**	**100%**
Academic Goal 5: Students will demonstrate proficiency and improvement in environmental and technologically focused areas of the curriculum					
Measure 1: Students will produce at least three environmental projects	Performance Ta	**100%**	**100%**	**100%**	**100%**
Measure 2: From baseline of 60% , students will improve standards on National Educational Technology Standards by 5% in grades k-8	Performance Ta	**100%**	**100%**	**100%**	**100%**
Organizational Goal 1: Student Absences					
Percentages of students absent > 15% shall not exceed 5%	ESIS	**5%**	**3%**	**5%**	**2%**
Organizational Goal 2: Student Promotion					
Students Promoted to next grades >/= 98%	ESIS	**98%**	**100%**	**98%**	**100%**
Organizational Goal 3: Student Retention					
Measure 2: Students retention art D.A.T.E.. will be at least 90%	ESIS	**90%**	**96%**	**90%**	**98%**
Organizational Goal 4: Teacher Daily Attendance					
Measure 2: Teacher daily attendance shall increase by 1% with baseline of 90%	CCPRI	**91%**	**93%**	**92%**	**96%**
Organizational Goal 5: The charter school will convert from PC to MACS, Add Technology hardware					
Measure 1: Classroom	Inventory	8	25	16	37
Measure 2: Computer Lab	Inventory	6	27	12	27
Measure 3: Wireless Carts	Inventory	8	8	8	8
Measure 2: Student Response Systems/I PADS	Inventory	4	98	8	130
Organizational Goal 6: Each Year, the overall of quality of child's education satisfied by survey of parents at least by 90%	**Yes/No**		**Yes/No**		**Yes/No**
Satisfaction		90%	95%	90%	94
Organizational Goal 7: The Charter School will be economically sustainable					
Measure 1: Operate in a fiscally sound manner , measured by audit			Yes		Yes
Measure 2: Actual/Proposed budgets demonstrate effective allocation of resources			Yes		Yes
Measure 3: Yrly. Balance sheets reflects adequate cash reserves			Yes		Yes
Measure 4: Charter School will meet GAP by external annual audits					

Year 3:2013-2014		Year 4:2014-2:015		Year 5:2015-2016	
X					
X					
X					
X					
X					
Target	Actual	Target	Actual	Target	Actual

below to color code each "Actual" performance cell. You may add additional lines for each

, Science, Social Studies, English. The AMOs were tabulated as averages, but each grade and sub

100%	97%				
100%	96%				
100%	84%				
80%	84%				
75%	89%				
93%	71.10%				
92.40%	77.40%				
89.70%	60.30%				
88.70%	58.10%				
94	98%				
84%	84%				
91%	69%				
41%	60%				

91	100%				
100%	100%				
100%	100%				
5%	3%				
98%	100%				
90%	95%				
93%	95%				
			Met	Progress Made	Not Met
24	37				
18	27				
24	8				
12	130				
			Met	Progress Made	Not Met
90%	93				
			Met	Progress Made	Not Met
	Yes				
	Yes				
	Yes				

Appendix B

CRCT & CCRPI scores during the current (2011-16) charter term

CCRPI scores: 2011 – 2012 School Year		
	Elementary School	Middle School
D.A.T.E.	82.9	77.1
DeKalb County Average	64.1	66.2
State of Georgia Average	74.5	73.8

CCRPI Scores: 2012 – 2013 School Year		
	Elementary School	Middle School
D.A.T.E.	72.6	72.6
DeKalb County Average	62.9	59.9
State of Georgia Average	77.8	74.6

CCRPI Scores: 2013 – 2014 School Year		
	Elementary School	Middle School
D.A.T.E.	68.3	75.6
DeKalb County Average	62.2	65.5
State of Georgia Average	72.7	73.8

2014 CRCT Scores for 3rd through 8th Grades – All subjects

Boxes shaded in green indicate grade/subjects where D.A.T.E. students met or exceeded standards at a greater rate than the district or state average. Yellow boxes are where D.A.T.E. students fared slightly worse than the average (within 1% of the district or state). Orange boxes show where D.A.T.E. students fell below by more than 1%.

Grade/Subject	DATE M&E Rate	DeKalb M&E Rate	State M&E Rate
3 Reading	96	86.3	92.3
3 ELA	88	80.1	88.5
3 Math	74	68	80.7
3 Science	86	64.1	77.1
3 Social Studies	94	72.6	83.7
4 Reading	96	88	93.6
4 ELA	96	81.5	88.7
4 Math	78	67.7	81.7
4 Science	83	67.7	80.9
4 Social Studies	89	66.9	81.2
5 Reading	98	89.3	94.8
5 ELA	96	89.6	94.7
5 Math	94	76.4	87.7
5 Science	86	66.2	81.9
5 Social Studies	90	66.1	80.7
6 Reading	97	93.9	97.2
6 ELA	98	85.8	91.8
6 Math	89	72.9	84.1
6 Science	84	58	75.1
6 Social Studies	88	65	79.8
7 Reading	98	86.7	94.7
7 ELA	96	85.8	93.9
7 Math	93	74.1	87.6
7 Science	89	67.7	84.2
7 Social Studies	87	68.6	83.5
8 Reading	100	91.3	97
8 ELA	100	87.4	94.5
8 Math	81	65	81.5
8 Science	77	62.1	77.9
8 Social Studies	89	64.8	80.6

Appendix C

DEKALB ACADEMY OF TECHNOLOGY AND THE ENVIRONMENT

Integrated Curriculum

EXPLANATION OF TECHNOLOGY AND THE ENVIRONMENT ASSOCIATED WITH GEORGIA STATE STANDARDS

Below are tables containing explanations of the technology and the environment focus of Dekalb Academy of Technology and the Environment (DATE) associated with the Georgia state education standards for Grades K-8. The GPS standards included are those which will be in use for the 2010 school year. As directed by the Dekalb County District, the table columns from left to right contain 1) the explanations of the state standard with the DATE technology and the environment explanation in italics beneath the standard, 2) GPS standard number, and 3) the GPS standard number DATE is meeting with technology and the environment education. Of course, all required Georgia state education standards will be met in the full DATE curriculum. This table contains DATE technology and the environment explanations of standards for the four core curriculum areas (science, social studies, mathematics, and English/LA) for grades K-8 (as well as for physical education, health, technology, art, and music for Grade 4 as a grade-level example of the integration of technology and the environment across the curriculum).

The DATE curriculum is a hands-on, minds-on, problem-solving, inquiry-based, integrated curriculum which will provide students with a foundation for understanding the world and their place in it. The environment, both natural and built, is the context for this curriculum, and technology is the means by which students will come to know, understand, and care for the environment which sustains us all. Three unifying principles ground this curriculum: place-based education, educating for sustainability, and making connections. The DATE curriculum integrates the three unifying principles in multidisciplinary and interdisciplinary ways using a project-based approach. Each grade will be engaged in projects of varying lengths throughout the year, projects which will emerge from student-generated inquiry about the environment, using technology in developmentally-appropriate ways and involving community members. The South River Watershed will be an important educational resource for DATE. This local environment will provide the context for much student learning, and students will get to know their home watershed in a holistic way through interdisciplinary education. All grades will also be involved in an ongoing school-wide garden project on the eight acres of the DATE grounds. The garden project is also a vehicle for integrated learning, as each grade's garden project is designed to include all four core curriculum areas (English/Language Arts, Mathematics, Science, and Socials Studies) as well as other curriculum areas.

Dekalb Academy of Technology and The Environment
Curriculum

Kindergarten

Science	*GPS*	*DATE*
Habits of Mind ***The learner will be able to:***		
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Raise questions about the world around you and be willing to seek answers to some of the questions by making careful observations (5 senses) and trying things out. **DATE students will make observations in the school building and on the school grounds, and they will be encouraged to ask questions which come to them spontaneously and to ask questions based on teacher prompts.**	**SKCS1**	**SKCS1**
Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. a. Use whole numbers for counting, identifying, and describing things and experiences. b. Make quantitative estimates of nonstandard measurements (blocks, counters) and check by measuring. **DATE students will use resources to gather information about their science investigations, including those DATE to their study of the earth and life sciences, especially in the context of their school garden project.**	**SKCS2**	***SKCS2***
Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.	**SKCS3**	***SKCS3***

DATE students will use simple tools observe and investigate student- and teacher-generated questions, particularly DATE to their exploration of the school grounds and their school garden project throughout the year.		
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. a. Use a model—such as a toy or a picture—to describe a feature of the primary thing. b. Describe changes in size, weight, color, or movement, and note which of their other qualities remains the same. (For example, playing "Follow the Leader" and noting the changes.) c. Compare very different sizes (large/small), ages (parent/baby), speeds (fast/slow), and weights (heavy/light) of both manmade and natural things. **DATE students will use objects they have collected on the school grounds and at home to sort by physical characteristics they choose.**	***SKCS4***	***SKCS4***
Students will communicate scientific ideas and activities clearly. a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. b. Begin to draw pictures that portray features of the thing being described. **DATE students will use objects they have collected on the school grounds and at home to sort by physical characteristics they choose.**	***SKCS5***	***SKCS5***
Nature of Science		
Students will understand the important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. In doing science, it is often helpful to work with a team and to share findings with others. b. Tools such as rulers, magnifiers, and balance scales often give more information about things than can be obtained by just observing things without help. c. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to	***SKCS6***	***SKCS6***

provide for them (classroom pets). **DATE students will use the tools in their classroom and at home to help them to practice gathering the correct information for the scientific process.**		
Life Science ***The learner will be able to:***		
Students will sort living organisms and non-living materials into groups by observable physical attributes. a. Recognize the difference between living organisms and nonliving materials. b. Group animals according to their observable features such as appearance, size, motion, where it lives, etc. (Example: A green frog has four legs and hops. A rabbit also hops.) c. Group plants according to their observable features such as appearance, size, etc. ***DATE students will draw on their own experience and make observations in and around the school, especially as related to their school garden project, to learn to recognize the basic needs of living things. Study of organisms, both those observed on the school grounds, those kept in the classroom, and those found and grown in the school garden will provide kindergarteners with repeated opportunities to make observations and discuss the basic needs of living things.***	**SKL1**	***SKL1***
Students will compare the similarities and differences in groups of organisms. a. Explain the similarities and differences in animals. (color, size, appearance, etc.) b. Explain the similarities and differences in plants. (color, size, appearance, etc.) c. Recognize the similarities and differences between a parent and a baby. d. Match pictures of animal parents and their offspring explaining your reasoning. (Example: dog/puppy; cat/kitten; cow/calf; duck/ducklings, etc.) e. Recognize that you are similar and different from other students. (senses,	***SKL2***	***SKL2***

appearance) Teacher note: Be sensitive to the fact that some children have parents who are not their biological parents. ***DATE students will draw on their own experiences as well as observations made on the school grounds to learn about the conditions affecting survival of animals. They will hear developmentally-appropriate stories read aloud about human encroachment, and they will discuss these with consideration of local examples of human encroachment.***		
Earth/Space Science ***The learner will be able to:***		
Students will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. a. Describe changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day. b. Classify objects according to those seen in the day sky and those seen in the night sky. c. Recognize that the Sun supplies heat and light to Earth. ***DATE students will classify objects as pairs of opposite physical properties using objects they have collected on the school grounds, including rocks, fallen leaves, and seeds.***	***SKE1***	***SKE1***
Students will describe the physical attributes of rocks and soils. a. Use senses to observe and group rocks by physical attributes such as large/small, heavy/light, smooth/rough, dark/light, etc. b. Use senses to observe soils by physical attributes such as smell, texture, color, particle/grain size. c. Recognize earth materials— soil, rocks, water, air, etc. **DATE students will use the school grounds as their learning laboratory throughout the year. They will discover and then come to recognize and name the common earth materials that are found there, and they will also bring to school samples of similar materials they have collected at**	***SKE2***	***SKE2***

their homes.		
Physical Science		
Students will describe objects in terms of the materials they are made of and their physical properties. a. Compare and sort materials of different composition (common materials include clay, cloth, paper, plastic, etc.). b. Use senses to classify common materials, such as buttons or swatches of cloth, according to their physical attributes (color, size, shape, weight, texture, buoyancy, flexibility). ***DATE students will sort a variety of objects they have collected on school grounds and at home by shape, color, size, and texture and other characteristics of students' own choosing.***	***SKP1***	***SKP1***
Students will investigate different types of motion. a. Sort objects into categories according to their motion. (straight, zigzag, round and round, back and forth, fast and slow, and motionless) b. Push, pull, and roll common objects and describe their motions. ***DATE students will draw on previous personal experience and learn from books, video, computer programs, and the Internet to describe these motions.***	***SKP2***	***SKP2***
Students will observe and communicate effects of gravity on objects. a. Recognize that some things, such as airplanes and birds, are in the sky, but return to earth. b. Recognize that the sun, moon, and stars are in the sky, but don't come down. c. Explain why a book does not fall down if it is placed on a table, but will fall down if it is dropped. ***DATE students will draw on previous personal experience and learn from books, video, computer programs, and the Internet to describe how gravity affects them.***	***SKP3***	***SKP3***

Dekalb Academy of Technology and The Environment
Curriculum

Kindergarten

Social Studies	*GPS*	*DATE*
History ***The learner will be able to:***		
The student will identify the purpose of national holidays and describe the people or events celebrated. a. Labor Day b. Columbus Day (Christopher Columbus) c. Veterans Day d. Thanksgiving Day e. Martin Luther King, Jr. Day f. Presidents Day (George Washington, Abraham Lincoln, and the current President) g. Memorial Day h. Flag Day i. Independence Day **DATE students will consider the environmental context of the origin of these national patriotic holidays, for example, considering the environments where the Presidents grew up and the weather and environment of the summer of 1776 in Philadelphia, Pennsylvania, in addition to learning the reasons for these holidays.**	*SSKH1*	*SSKH1*
The student will identify important American symbols and explain their meaning. a. The national and state flags (United States and Georgia flags) b. The bald eagle c. The Statue of Liberty	*SSKH2*	*SSKH2*

d. Lincoln Memorial e. Washington Monument f. White House g. Pledge of Allegiance h. Star Spangled Banner **DATE students will consider the components of the national and state flags and discuss what the colors and shapes/images may represent.**		
The student will correctly use words and phrases related to chronology and time to explain how things change. a. Now, long ago b. Before, after c. Morning, afternoon, night d. Today, tomorrow, yesterday e. First, last, next f. Day, week, month, year g. Past, present, future ***DATE student will learn to begin to sequence events in order of occurrence.***	*SSKH3*	*SSKH3*
Geographic Understanding		
The student will describe American culture by explaining diverse community and family celebrations and customs.	*SSKG1*	*SSKG1*
The student will explain that a map is a drawing of a place and a globe is a model of the Earth. a. Differentiate land and water features on simple maps and globes. b. Explain that maps and globes show a view from above. c. Explain that maps and globes show features in a smaller size.	*SSKG2*	*SSKG2*

DATE students will experience simple picture maps and will create simple picture maps of their classroom and the school grounds. On the school grounds the kindergarteners will be asked to distinguish between features which were made by people and those which were not.		
The student will state the street address, city, county, state, nation, and continent in which he or she lives.	*SSKG3*	*SSKG3*
Government and Civic Understanding		
The student will demonstrate an understanding of good citizenship. a. Explain how rules are made and why. b. Explain why rules should be followed. **DATE students may address a problem in their school environment, including solutions they can implement themselves and those they may suggest for others to implement.**	*SSKCG1*	*SSKCG2*
The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment.	*SSKCG2*	*SSKCG2*
Economic Understandings		
The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).	*SSKE1*	*SSKE1*
The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries. **DATE students will relate how human families provide for their needs to how other types of organisms provide for their needs as a part of their**	*SSKE2*	*SSKE2*

learning about how basic human needs are provided by families.		
The student will explain how money is used to purchase goods and services. a. Distinguish goods from services. b. Identify various forms of U.S. money (coins, currency). **DATE students will consider how the local environment can and has provided food, clothing, and shelter. They will learn about how the Native American people who lived in the area historically acquired their food clothing, and shelter from the environment and how people still can today. The kindergartener's school garden project will provide them with hands-on experience in this regard, and they will build a shelter on the school grounds**.	*SSKE3*	*SSKE3*
The student will explain that people must make choices because they cannot have everything they want. **DATE students may raise issues related to the use of technology and environmental problems when discussing personal experience.**	*SSKE4*	*SSKE4*

Dekalb Academy of Technology and Environment
Curriculum

Kindergarten

Mathematics	*DATE*
Counting and Cardinality *The learner will be able to know numbers names, the count sequence, count to tell the number of objects, and compare numbers.*	
MGSEK.CC. 1 Count to 100 by ones and by tens	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to practice counting and writing numerals skills.
MGSEK.CC.2 Count forward beginning from a number within the known sequence (instead of having to begin at 1).	
MGSEK.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 to 20. (with 0 representing a count of no objects)	
MGSEK.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in they were counted. c. Understand that each successive number name refers to a quantity that in one larger.	
MGSEK.CC.5 Count answer "how many?" questions. a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration. b. Given a number from 1-20, count out that many objects. c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)	

MGSEK.CC.6 Identify whether the number of objects in one groups is greater than, less, than or equal to the number in another group, e.g. by using matching and counting strategies.	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to practice comparing numbers.
MGSEK.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	
Operations and Algebraic Thinking *The learner will be able to understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.*	
MGSEK.OA.1 Represent addition and subtraction with objects, fingers, mental images, s, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	DATE students will use environmental friendly manipulatives and teachers will create situations based on the use of the aquaponics tanks.
MGSEK.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	
MGSEK.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).	
MGSEK.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	
MGSEK.OA.5 Fluently add and subtract within 5.	

Number and Operations in Base Ten *The learner will be able to work with numbers 11-19 to gain foundations for place value.*	
MGSEK.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8)	DATE students will work outside in the environment to create drawings of composing and decomposing numbers.
Measurement and Data *The learner will be able to describe and compare measurable attributes.*	
MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight.	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to classify, compare, contrast and describe objects.
MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	
MGSEK.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	
Geometry *The learner will be able to identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres), analyze, compare, create, and compose shapes.*	
MGSEK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	DATE students will recognize and name basic shapes they encounter in their classroom, the larger school building (interior and exterior), and on the school grounds, noticing the basic shapes in the natural and built environment.
MGSEK.G.2 Correctly name shapes regardless of their orientations or overall size.	
MGSEK.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	
MGSEK.G. 4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences,	

parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	
MGSEK.G. 5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	DATE students will recognize and name basic shapes they encounter in their classroom, the larger school building (interior and exterior), and on the school grounds, noticing the basic shapes in the natural and built environment.
MGSEK.G. 6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	

Dekalb Academy of Technology and the Environment
Curriculum

Kindergarten

English/Language Arts	*DATE*
Reading Literary	
Key Ideas and Details **ELAGSEKRL1** With prompting and support, ask and answer questions about key details in a text. **ELAGSEKRL2** With prompting and support, retell familiar stories, including key details. **ELAGSEKRL3** With prompting and support, identify characters, settings, and major events in a story.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSEKRL4** With prompting and support, ask and answer questions about unknown words in a text. **ELAGSEKRL5** Recognize common types of texts (e.g., storybooks, poems). **ELAGSEKRL6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Integration of Knowledge and Ideas **ELAGSEKRL7** With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text). **ELAGSEKRL8** (Not applicable to literature). **ELAGSEKRL9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Range of Reading and Level of Text Complexity **ELAGSEKRL10**	

Actively engage in group reading activities with purpose and understanding.	
Reading Informational	
Key Ideas and Details **ELAGSEKRI1** With prompting and support, ask and answer questions about key details in a text. **ELAGSEKRI2** With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details). **ELAGSEKRI3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSEKRI4** With prompting and support, ask and answer questions about unknown words in a text. **ELAGSEKRI5** Identify the front cover, back cover, and title page of a book. **ELAGSEKRI6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
Integration of Knowledge and Ideas **ELAGSEKRI7** With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text). **ELAGSEKRI8** With prompting and support, identify the reasons an author gives to support points in a text. **ELAGSEKRI9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Range of Reading and Level of Text Complexity **ELAGSEKRI10** Actively engage in group reading of informational text with purpose and understanding.	

Reading Foundational	
Print Concepts **ELAGSEKRF1** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet	DATE students will demonstrate knowledge of concepts of print through group and individual reading of stories and poems about developmentally-appropriate about a variety of topics, including technology, such as forms of transportation, and aspects of the environment such as animals and plants.
Phonological Awareness **ELAGSEKRF2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.	DATE students will demonstrate phonological awareness through use of words related to technology and the environment as well as other topics.
Phonics and Word Recognition **ELAGSEKRF3** Know and apply grade-level phonics and word analysis skills in decoding	DATE students will demonstrate

words. a. Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant. b. Demonstrate basic knowledge of long and short sounds for the given major vowels. c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	phonological awareness and sight word usage through the use of words related to technology and the environment as well as other topics.
Fluency **ELAGSEKRF4** Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	
Writing	
Text Types and Purpose **ELAGSEKW1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is…). **ELAGSEKW2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **ELAGSEKW3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces.
Production and Distribution of Writing **ELAGSEKW4** (Begins in grade 3). **ELAGSEKW5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **ELAGSEKW6** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers	
Research to Build and Present Knowledge **ELAGSEKW7** With guidance and support, participate in shared research and writing	

projects (e.g., explore a number of books by a favorite author and express opinions about them). **ELAGSEKW8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **ELAGSEKW9** (Begins in grade 4)	
Range of Writing **ELAGSEKW10** (Begins in grade 3).	
Speaking and Listening	
Comprehension and Collaboration **ELAGSEKSL1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. **ELAGSEKSL2** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood. **ELAGSEKSL3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.
Presentation of Knowledge and Ideas **ELAGSEKSL4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **ELAGSEKSL5** Add drawings or other visual displays to descriptions as desired to provide additional detail. **ELAGSEKSL6** Speak audibly and express thoughts, feelings, and ideas clearly.	
Language	
Conventions of Standard English	

ELAGSEKL1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking. d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. **ELAGSEKL2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound letter relationships.	DATE students will write words, simple sentences and questions related to their experiences on the school grounds, including in the school garden and at home.
Knowledge of Language **ELAGSEKL3** (begins in grade 2).	
Vocabulary Acquisition and Use **ELAGSEKL4** With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. **ELAGSEKL5** With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	DATE students will be immersed in technology and environmental focused vocabulary as well as other words.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).* c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. **ELAGSEKL6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

Dekalb Academy of Technology and the Environment
Curriculum

Grade 1

Science	*GPS*	*DATE*
Constructing Scientific Knowledge *The learner will be able to:*		
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **DATE students will make observations in and around their school and be encouraged to ask thoughtful spontaneous questions as well as to ask questions in response to teacher prompts. First graders will also think about observations they have made in other environments away from school and generate questions based on those observations, too. They will be encouraged to consider how simple tools work and ask questions about them.**	***S1CS1***	***S1CS1***
Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences. b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer. c. Give rough estimates of numerical answers to problems before doing them formally. d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring.	***S1CS2***	***S1CS2***

DATE students will always have access to print and image resources in their classroom as well as in the school library. They will also have access to the classroom and school computers, with guidance. They will use these resources to further explore assigned topics and topics of interest to themselves, including topics related to technology and the environment.		
Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. a. Use ordinary hand tools and instruments to construct, measure, and look at objects. b. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. c. Identify and practice accepted safety procedures in manipulating science materials and equipment. **DATE students will use these simple tools to learn about the school environment, both outdoors and indoors. These tools will be used in a variety of contexts from the classroom water/sand table to the playground to the school garden, providing students with opportunities to practice using these simple tools, to explore multiple uses of a single tool, and to consider in developmentally- appropriate ways how tools (technology) are useful.**	***S1CS3***	***S1CS3***
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. a. Use a model—such as a toy or a picture—to describe a feature of the primary thing. b. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. c. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things.	***S1CS4***	***S1CS4***
Students will communicate scientific ideas and activities clearly. a. Describe and compare things in terms of number, shape, texture, size,	***S1CS5***	***S1CS5***

weight, color, and motion. b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described. c. Use simple pictographs and bar graphs to communicate data. **DATE students will construct simple charts and graphs to display, group, and compare data.**		
The Nature of Science		
Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. When a science investigation is done the way it was done before, we expect to get a similar result. b. Science involves collecting data and testing hypotheses c. Scientists often repeat experiments multiple times, and subject their ideas to criticism by other scientists who may disagree with them and do further tests. d. All different kinds of people can be and are scientists.	***S1CS6***	***S1CS6***
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other. b. In doing science, it is often helpful to work as a team. All team members should reach individual conclusions and share their understandings with other members of the team in order to develop a consensus. c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help. d. Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom	***S1CS7***	***S1CS7***

pets.		
Physical Science		
Students will investigate light and sound. a. Recognize sources of light. b. Explain how shadows are made. c. Investigate how vibrations produce sound. d. Differentiate between various sounds in terms of (pitch) high or low and (volume) loud or soft. e. Identify emergency sounds and sounds that help us stay safe. **DATE students will explore the relationship of vibration to sound by listening to and making sounds from a variety of sources, including electronic music equipment, small machines, musical instruments, and their own voices. They will observe vibrations associated with sound and will apply their learning to other sound sources by explaining the role of vibrations to sound.**	***S1P1***	***S1P1***
Students will demonstrate effects of magnets on other magnets and other objects. a. Demonstrate how magnets attract and repel. b. Identify common objects that are attracted to a magnet. c. Identify objects and materials (air, water, wood, paper, your hand, etc.) that do not block magnetic force. **DATE students will use objects they collect on the school grounds as well as those provided by the teacher to explore, predict, and differentiate between objects with regard to the effects of a magnet on the objects.**	***S1P2***	***S1P2***
Life Science The learner will be able to:		

Students will investigate the characteristics and basic needs of plants and animals. a. Identify the basic needs of a plant. 1. Air 2. Water 3. Light 4. Nutrients b. Identify the basic needs of an animal. 1. Air 2. Water 3. Food 4. Shelter c. Identify the parts of a plant—root, stem, leaf, and flower. d. Compare and describe various animals—appearance, motion, growth, basic needs. **DATE students will note differences in young and adult animals using images found in books as well as in computer programs and on the Internet, under the supervision and with the guidance of the teacher.**	***S1L1***	***S1L1***
Earth/Space Science ***The learner will be able to:***		
Students will observe, measure, and communicate weather data to see patterns in weather and climate. a. Identify different types of weather and the characteristics of each type. b. Investigate weather by observing, measuring with simple weather instruments (thermometer, wind vane, rain gauge), and recording weather data (temperature, precipitation, sky conditions, and weather events) in a periodic journal or on a calendar seasonally. c. Correlate weather data (temperature, precipitation, sky conditions, and weather events) to seasonal changes. **DATE students will make observations of weather throughout the year, using simple tools to measure temperature, rainfall, and wind direction,**	***S1E1***	***S1E1***

and recording their class data on simple graphs and charts. Students will discuss their weather data in the context of the four seasons.		
Students will observe and record changes in water as it relates to weather. a. Recognize changes in water when it freezes (ice) and when it melts (water). b. Identify forms of precipitation such as rain, snow, sleet, and hailstones as either solid (ice) or liquid (water). c. Determine that the weight of water before freezing, after freezing, and after melting stays the same. d. Determine that water in an open container disappears into the air over time, but water in a closed container does not. **DATE students will make observations of weather throughout the year, using simple tools to measure temperature, rainfall, and wind direction, and recording their class data on simple graphs and charts. Students will discuss their weather data in the context of the four seasons.**	***S1E2***	***S1E2***

Dekalb Academy of Technology and the Environment
Curriculum

Grade 1

Social Studies	*GPS*	*DATE*
History ***The learner will be able to:***		
The student will read about and describe the life of historical figures in American history. a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman),Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation). **DATE students will consider these human characteristics and relate these to their science study of young and adult organisms of other species.**	SS1H1	***SS1H1***
The student will read or listen to American folktales and explain how they characterize our national heritage. The study will include John Henry, Johnny Appleseed, Davy Crockett, Paul Bunyan, and Annie Oakley. **DATE students will consider the environments of origin of these peoples as they discuss their arrival in this country and how they encountered the environment in this country when they arrived.**	SS1H2	***SS1H2***
Civics ***The learner will be able to:***		
The student will describe how the historical figures in SS1H1a display positive	***SS1CG1***	***SS1CG1***

character traits of fairness, respect for others, respect for the environment, conservation, courage, equality, tolerance, perseverance, and commitment. **DATE students may decide to solve a school problem related to technology and/or the environment. For instance, first graders may decide that not enough of the paper at the school is being recycled, and they will participate in group problem solving and decision making to address the problem in a developmentally-appropriate way.**		
The student will explain the meaning of the patriotic words to America (My Country 'Tis of Thee) and America the Beautiful. **DATE students will learn, sing, and discuss patriotic songs including those related to technology and the environment, for instance, *America the Beautiful* and songs about Johnny Appleseed, John Henry, Annie Oakley, and Paul Bunyan.**	***SS1CG2***	***SS1CG2***
Economics The learner will be able to:		
The student will identify goods that people make and services that people provide for each other. *DATE students will make a poster showing basic human needs and will relate this to their life science study of other organisms.*	***SS1E1***	***SS1E1***
Identify jobs in the home, school and community. **DATE students will consider, in developmentally-appropriate ways, how technology is involved in various jobs and how technology may affect the environment.**	***SS1E2***	***SS1E2***
List, discuss and draw pictures of ways families' produce and consumer goods and services. **DATE students will consider, in developmentally-appropriate ways, how**	***SS1E3***	***SS1E3***

technology is involved in various jobs and how technology may affect the environment.		
The student will describe the costs and benefits of personal spending and saving choices *DATE students will discuss a variety of choices in this context, from how one chooses to spend time to what one chooses to buy at the grocery store, including choices individuals and families can make regarding the technologies they use and conserving resources.*	***SS1E4***	***SS1E4***
Geography ***The learner will be able to:***		
The student will describe the cultural and geographic systems associated with the historical figures in SS1H1a. **DATE students will view, discuss, and explain a variety of developmentally-appropriate images from books, video/DVD, computer programs, and the Internet which illustrate many ways people use the environment to meet their needs and wants. First graders will consider the difference between need and want, and will also consider how other organisms, particularly in the local environment, use the environment to meet their needs.**	***SS1G1***	***SS1G1***
The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe. **DATE students will experience a variety of simple maps and learn to compare city and country, using Atlanta and the United States as focus points.**	***SS1G2***	***SS1G2***
The student will locate major topographical features of the earth's surface. a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.	***SS1G3***	***SS1G3***

b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian. c. Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts). **DATE students will work with simple maps and the globe throughout the year to locate places that are referred to in books they read and other media they experience as well as to reinforce social studies concepts. For example, the teacher may show images from the Internet of a mother and baby koala as a part of the life science curriculum and then use the globe to show students where Australia is relative to the United States and Georgia, and the teacher may use a map of the mid-Atlantic states to show where Betsy Ross lived and where that is relative to Dekalb.**		

Dekalb Academy of Technology and the Environment
Curriculum

Grade 1

Mathematics	*DATE*
MGSE1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.4	DATE teachers will create environmental friendly situations to practice their problem solving skills.
MGSE1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	
MGSE1.OA.3 Apply properties of operations as strategies to add and subtract.5 Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to practice addition and subtraction.
MGSE1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	
MGSE1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	
MGSE1.OA.6 Add and subtract within 20. a. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). b. Fluently add and subtract within 10	
MGSE1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?	

MGSE1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = Δ.	
Number and Operations in Base Ten *The learner will be able to understand place value and use place value understanding and properties of operations to add and subtract.*	
MGSE1.NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to help in understanding place value.
MGSE1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	
MGSE1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	
MGSE1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
MGSE1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
MGSE1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship	

between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g.,70 – 30, 30 – 10, 60 – 60)	
MGSE1.NBT.7 Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)	
Measurement and Data *The learner will be able to measure lengths indirectly and by iterating length units, tell and write time, and represent and interpret data.*	
MGSE1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	DATE students will apply these schools in the school garden by measuring plants, garden boxes, and garden tools**.**
MGSE1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)	
MGSE1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks.	DATE teachers will create environmental friendly situations using these math skills.
MGSE1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	
Geometry *The learner will be able to reason with shapes and their attributes.*	
MGSE1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	DATE students will recognize and draw shapes they encounter in their classroom, the larger school building
MGSE1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.6 This is important for	

the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.	(interior and exterior), and on the school grounds, noticing the basic shapes in the natural and built environment.
MGSE1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares	

Dekalb Academy of Technology and the Environment
Curriculum

Grade 1

Reading Literary	
Key Ideas and Details **ELAGSE1RL1** Ask and answer questions about key details in a text. **ELAGSE1RL2** Retell stories, including key details, and demonstrate understanding of their central message or lesson. **ELAGSE1RL3** Describe characters, settings, and major events in a story, using key details.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.

Craft and Structure **ELAGSE1RL4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **ELAGSE1RL5** Explain major difference between texts that tell stories and texts that give information. **ELAGSE1RL6** Identify who is telling the story at various points in a text.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Integration of Knowledge and Ideas **ELAGSE1RL7** Use illustrations and details in a story to describe its characters, setting, or events. **ELAGSE1RL8** (Not applicable to literature). **ELAGSE1RL9** Compare and contrast the adventures and experiences of characters in stories	
Range of Reading and Level of Text Complexity **ELAGSE1RL10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.	
Reading Informational	
Key Ideas and Details **ELAGSE1RI1** Ask and answer questions about key details in a text. **ELAGSE1RI2** Identify the main topic and retell key details of a text. **ELAGSE1RI3** Describe the connection between two individuals, events, ideas, or pieces of information in a text**.**	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE1RI4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **ELAGSE1RI5** Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a	

text. **ELAGSE1RI6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
Integration of Knowledge and Ideas **ELAGSE1RI7** Use illustrations and details in a text to describe its key ideas. **ELAGSE1RI8** Identify the reasons an author gives to support points in a text. **ELAGSE1RI9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Reading Foundational	
Print Concepts **ELAGSE1RF1** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	DATE students will demonstrate knowledge of concepts of print through group and individual reading of stories and poems, including technology and aspects of the environment .
Phonological Awareness **ELAGSE1RF2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	DATE students will demonstrate phonological awareness through use of words related to technology and the environment as well as other topics.

Phonics and Word Recognition **ELAGSE1RF3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings.	DATE students will demonstrate phonics through the use of words related to technology and the environment as well as other topics
Fluency **ELAGSE1RF4** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled word.	DATE students will demonstrate fluency through environmental and technology focused texts.
Writing	
Text Types and Purpose **ELAGSE1W1** Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **ELAGSE1W2** Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **ELAGSE1W3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	DATE students will write pieces that are environmental and technology focused and will publish

Production and Distribution of Writing **ELAGSE1W4** (Begins in grade 3).	those pieces using an online platform, as well as other pieces.
ELAGSE1W5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. a. May include oral or written prewriting (graphic organizers). **ELAGSE1W6** With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	
Research to Build and Present Knowledge **ELAGSE1W7** Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions). **ELAGSE1W8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. **ELAGSE1W9** (Begins in grade 4).	
Range of Writing **ELAGSE1W10** (Begins in grade 3).	
Speaking and Listening	
Comprehension and Collaboration **ELAGSE1SL1** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. **ELAGSE1SL2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.

ELAGSE1SL3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
Presentation of Knowledge and Ideas **ELAGSE1SL4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **ELAGSE1SL5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **ELAGSE1SL6** Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.
Language	
ELAGSE1L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory). k. Print with appropriate spacing between words and sentences. **ELAGSE1L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	DATE students write words and simple sentences related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.

a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
Knowledge of Language **ELAGSE1L3** (begins in grade 2).	
Vocabulary Acquisition and Use **ELAGSE1L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). **ELAGSE1L5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. **ELAGSE1L6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	DATE students will be immersed in technology and environmental focused vocabulary as well as other words.

Dekalb Academy of Technology and the Environment
Curriculum

Grade 2

Science	*GPS*	*DATE*
Habits of Mind The learner will be able to:		
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Raise questions about the world around them and be willing to seek answers to some of the questions by making careful observations and measurements and trying to figure things out. **DATE students will make observations of in the school environment and in the local community about which they will ask questions, questions that are generated spontaneously by student observations and questions formulated in response to teacher prompts. The second grade's year-long school garden project and study of an historic school building are two of the many activities which will provide opportunities for observation and questioning throughout the year.**	***S2CS1***	***S2CS1***
Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. a. Use whole numbers in ordering, counting, identifying, measuring, and describing things and experiences. b. Readily give the sums and differences of single-digit numbers in ordinary, practical contexts and judge the reasonableness of the answer. c. Give rough estimates of numerical answers to problems before doing	***S2CS2***	***S2CS2***

them formally. d. Make quantitative estimates of familiar lengths, weights, and time intervals, and check them by measuring. **DATE students will use these skills to develop solutions to problems and answers to questions they identify in their exploration of technology in their local environment both at school and in the local community.**		
Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. a. Use ordinary hand tools and instruments to construct, measure, and look at objects. b. Assemble, describe, take apart, and reassemble constructions using interlocking blocks, erector sets and other things. c. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects. *DATE students will use these simple tools in their life science, earth science, and physical science investigations, using as they inquire about the life and other forms of matter in they find and observe in school buildings and on the school grounds.*	***S2CS3***	***S2CS3***
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. a. Identify the parts of things, such as toys or tools, and identify what things can do when put together that they could not do otherwise. b. Use a model—such as a toy or a picture—to describe a feature of the primary thing. c. Describe changes in the size, weight, color, or movement of things, and note which of their other qualities remain the same during a specific change. d. Compare very different sizes, weights, ages (baby/adult), and speeds (fast/slow) of both human made and natural things. **DATE students will use a variety of media resources throughout the**	***S2CS4***	**S2CS4**

year to gather information about the science topics they study, including food chains they can observe on the school grounds and the sun, moon, and Earth. Some of the student research will be done independently using classroom and library resources and some will be done with the guidance of the teacher and/or librarian. Students will have opportunities to gather information from books and magazines as well as electronic resources.		
Students will communicate scientific ideas and activities clearly. a. Describe and compare things in terms of number, shape, texture, size, weight, color, and motion. b. Draw pictures (grade level appropriate) that correctly portray features of the thing being described. c. Use simple pictographs and bar graphs to communicate data. **DATE students will use charts and graphs to report their findings, particularly in doing their year-long school garden and historic school building projects. They will chart and graph observations and other types of data for these projects as well as other science, social studies, and mathematics activities throughout the year.**	***S2CS5***	***S2CS5***

The Nature of Science ***The learner will be able to:***		
Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. When a science investigation is done the way it was done before, we expect to get a similar result. b. Science involves collecting data and testing hypotheses. c. Scientists often repeat experiments multiple times and subject their ideas to criticism by other scientists who may disagree with them and do further tests. d. All different kinds of people can be and are scientists. **DATE students will understand how the use of evidence is used in making a scientific decision as they gain knowledge about the history of science in developmentally appropriate ways. Second graders will also consider developmentally-appropriate questions regarding technology and the environment and learn to use evidence gained from observation, personal experience, and research to substantiate their answers and decisions.**	***S2CS6***	***S2CS6***
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientists use a common language with precise definitions of terms to make it easier to communicate their observations to each other. b. In doing science, it is often helpful to work as a team. All team members should reach their own individual conclusions and share their understandings with other members of the team in order to develop a consensus. c. Tools such as thermometers, rulers and balances often give more information about things than can be obtained by just observing things without help. d. Much can be learned about plants and animals by observing them	***S2CS7***	***S2CS7***

closely, but care must be taken to know the needs of living things and how to provide for them. Advantage can be taken of classroom pets. ***DATE students will have opportunities throughout the year to demonstrate their awareness and appreciation of the natural world through science and social studies activities wherein they will express themselves orally, through writing, and through the arts. Their school garden and historic school building projects as well as their study of food chains and living organisms in the school environment and local community will provide context for these activities.***		
Life Science The learner will be able to:		
Students will investigate the life cycles of different living organisms. a. Determine the sequence of the life cycle of common animals in your area: a mammal such as a cat or dog or classroom pet, a bird such as a chicken, an amphibian such as a frog, and an insect such as a butterfly. b. Relate seasonal changes to observations of how a tree changes throughout a school year. c. Investigate the life cycle of a plant by growing a plant from a seed and by recording changes over a period of time. d. Identify fungi (mushroom) as living organisms. *DATE students will observe living organisms on the school grounds and will also study models, images, and preserved specimens and skeletons to use a classification system to describe groups of living things.*	***S2L1***	***S2L1***
Recognize parents and their offspring. **DATE students will be able to associate offspring with their parents. As a part of their school garden project, DATE first graders will also compare young and adult plants of a species and discuss how this is the same and**	***S2L1***	***S.2.18***

different from comparison of animal offspring and parents.		
Explain relations between living things in the ecosystem (food chain). **DATE students will observe and learn about the relationships between organisms in the local environment and demonstrate their understanding of the concept of food chain by creating and explaining models.**	***S2L1***	***S.2.16*** ***S.2.18***
Identify and name the basic needs of all living things. **DATE students will consider the basic needs of the organisms they can observe and study on the school grounds. They will use a variety of resources (including books, CD-ROM, DVDs, and the Internet with teacher guidance) to consider the basic needs of organisms in different types of environments and also include the basic needs of humans in their consideration of the basic needs of all living things. They will discuss, in developmentally appropriate ways, some ways in which human use of technology may affect how organisms' basic needs are met.**	***S2L1***	***S.2.18***
Describe some of the changes that people go through as they grow. **DATE students will discuss the life cycle of people and compare it to the life cycle of other organisms they study in second grade.**	***S2L1***	***S.2.18*** ***S.2.17***
Earth Science		
Students will understand that stars have different sizes, brightness, and patterns. a. Describe the physical attributes of stars—size, brightness, and patterns. ***DATE students will use a variety of resources, including the teacher, librarian, local scientists who will visit the class, DVD, CD-ROM, and***	***S2E1***	***S2E1***

the Internet with adult guidance to learn about the sun, moon, and planets. Second graders will do some independent research on a related topic of their choice and write a report of their findings using a computer with adult assistance. Each student will create a model or illustration for the report and will present the report to classmates, family members, and other school community members.		
Students will investigate the position of sun and moon to show patterns throughout the year. a. Investigate the position of the sun in relation to a fixed object on earth at various times of the day. b. Determine how the shadows change through the day by making a shadow stick or using a sundial. c. Relate the length of the day and night to the change in seasons (for example: Days are longer than the night in the summer.). d. Use observations and charts to record the shape of the moon for a period of time. **DATE students will record data throughout the year, using simple science tools, and they will note seasons changing in the local area and consider how the land itself can change over time.**	***S2E2***	***S2E2***
Physical Science ***The learner will be able to:***		
Students will investigate the properties of matter and changes that occur in objects. a. Identify the three common states of matter as solid, liquid, or gas. b. Investigate changes in objects by tearing, dissolving, melting, squeezing, etc. **DATE students will have opportunities throughout the year to explore the states of matter both in the classroom and on the school grounds. They will generate questions based on their observations**	***S2P1***	***S2P1***

and then use materials collected from the school grounds and their homes, as well as some provided by the teacher, to gain further understanding of the states of matter.		
Students will identify sources of energy and how the energy is used. a. Identify sources of light energy, heat energy, and energy of motion. b. Describe how light, heat, and motion energy are used. **DATE students will explore the characteristics of energy using simple science tools and will observe and discuss how these characteristics are evident in the local environment.**	***S2P2***	***S2P2***
Students will demonstrate changes in speed and direction using pushes and pulls. a. Demonstrate how pushing and pulling an object affects the motion of the object. b. Demonstrate the effects of changes of speed on an object. **DATE students will work with a variety of objects throughout the year to practice and recognize how the objects are affected by motions.**	***S2P3***	***S2P3***

Dekalb Academy of Technology and the Environment
Curriculum

Grade 2

Social Studies	*GPS*	*DATE*
History ***The learner will be able to:***		
The student will read about and describe the lives of historical figures in Georgia history. a. Identify the contributions made by these historic figures: James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia); Sequoyah (development of a Cherokee alphabet); Jackie Robinson (sports); Martin Luther King, Jr. (civil rights); Jimmy Carter (leadership and human rights). b. Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms). **DATE students will consider these human characteristics and relate these to their science study of young and adult organisms of other species.**	***SS2H1***	***SS2H1***
The student will describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments. a. Describe the regions in Georgia where the Creeks and Cherokees lived and how the people used their local resources. b. Compare and contrast the Georgia Creek and Cherokee cultures of the past to Georgians today. **DATE students will be able to identify these customs by reflecting on personal experience of these holidays in the local community and learning about the history of the customs associated with patriotic**	***SS2H2***	***SS2H2***

holidays.		
Geographic Understanding		
The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface. a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau. b. Locate the major rivers: Ocmulgee, Oconee, Altamaha, Savannah, St. Mary's, Chattahoochee, and Flint. **DATE students will identify using technology major features in Georgia that have environmental impacts.**	***SS2G1***	***SS2G1***
The student will describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Creeks and Cherokees. a. Identify specific locations significant to the life and times of each historic figure on a political map. b. Describe how place (physical and human characteristics) had an impact on the lives of each historic figure. c. Describe how each historic figure adapted to and was influenced by his/her environment. d. Trace examples of travel and movement of these historic figures and their ideas across time. e. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which the students live. **DATE students will consider the environmental contexts of the cultures represented and how the environment of origin may have influenced the development of the traditions (holiday foods, traditional dress, "good luck" items, etc.) in order to begin to understand that a culture develops in an environmental context.**	***SS2G2***	***SS2G2***
Civics ***The learner will be able to:***		

The student will define the concept of government and the need for rules and laws.	***SS2CG1***	***SS2CG1***
The student will identify the roles of the following elected officials: a. President (leader of our nation) b. Governor (leader of our state) c. Mayor (leader of a city)	***SS2CG2***	***SS2CG2***
The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion. **DATE students will show how people use the environment to meet their needs and wants. Second graders will continue to consider the difference between need and want, using their own needs and wants as reference points, and will also consider how other organisms, particularly in the local environment, use the environment to meet their needs.**	***SS2CG3***	***SS2CG3***
The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.	***SS2CG4***	***SS2CG4***
Economics The learner will be able to:		
The student will explain that because of scarcity, people must make choices and incur opportunity costs. *DATE students will be able to identify basic human needs as a result of their*	***SS2E1***	***SS2E1***

life science study of basic needs of organisms, including humans...		
The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others). **DATE students will consider how the environment impacts food, clothing and shelter both in the present day and has in the past. Second graders will begin to discuss where the resources that provide their food, clothing, and shelter come from in the world and how technology is related to the transportation and distribution of those resources and the products made from them. They will also consider how the environment provides for the basic needs of organisms in the local environment.**	***SS2E2***	***SS2E2***
The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. **DATE students will consider, in developmentally-appropriate ways, how technology is involved in various jobs and how technology may affect the environment.**	***SS2E3***	***SS2E3***
Design and produce a poster showing ways families can conserve resources. **DATE students will reflect on ways their families may already conserve resources and how they might conserve more. Second graders will consider the DATE recycling and food waste composting programs as they discuss how families can conserve resources. They will design and produce posters showing ways families can conserve resources, and their posters will be displayed in public areas of the school.**	***SS2E4***	***SS2E4***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 2

Mathematics	*DATE*
Operations and Algebraic Thinking *The learner will be able to represent and solve problems involving addition and subtraction, add and subtract within 20, and work with equal groups of objects to gain foundations for multiplication.*	
MGSE2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.	DATE teachers will create environmental friendly situations to practice their problem solving skills.
MGSE2.OA.2 Fluently add and subtract within 20 using mental strategies.8 By end of Grade 2, know from memory all sums of two one-digit numbers.	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to practice fluency, odd or even, and writing equations.
MGSE2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	
MGSE2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	
Numbers and Operations in Base Ten *The learner will be able to understand place vale and use place value to understand the properties of operations to add and subtract.*	
MGSE2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600,	DATE

700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to practice fluency, skip counting, place value, addition, subtraction, and comparing numbers.
MGSE2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.	
MGSE2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
MGSE2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	
MGSE2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	
MGSE2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	
MGSE2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.	
MGSE2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. M	
MGSE2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	
Measurement and Data *The learner will be able to measure and estimate lengths in standard units, relate addition and subtraction to length, and reason and interpret data.*	
MGSE2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	DATE students will apply these schools in the school garden by measuring plants, garden boxes, and
MGSE2.MD.2 Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of	

measurement. For example, an inch is longer than a centimeter. (Students are not expected to convert between systems of measurement.	garden tools**.**
MGSE2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	
MGSE2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	
MGSE2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	DATE students will apply these mathematical skills to their science investigations.
MGSE2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	
MGSE2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	DATE teachers will create environmental friendly situations using these math skills.
MGSE2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	
MGSE2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	
MGSE2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems10 using information presented in a bar graph.	
Geometry *The learner will be able to reason with shapes and attributes.*	
MGSE2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.11 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	DATE students will recognize and draw shapes they encounter in

MGSE2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	their classroom, the larger school building (interior and exterior), and on the school grounds, noticing the basic shapes in the natural and built environment.
MGSE2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	

Dekalb Academy of Technology and The Environment
Curriculum

Grade 2

English/Language Arts	*DATE*
Reading Literary	
Key Ideas and Details ELAGSE2RL1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RL2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. ELAGSE2RL3 Describe how characters in a story respond to major events and challenges.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure ELAGSE2RL4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. ELAGSE2RL5 Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action. ELAGSE2RL6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	

Integration of Knowledge and Ideas Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. ELAGSE2RL8 (Not applicable to literature). ELAGSE2RL9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	
Range of Reading and Level of Text Complexity ELAGSE2RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Foundational	
Print Concepts Kindergarten and 1st grade only.	
Phonological Awareness Kindergarten and 1st grade only.	
Phonics and Word Recognition ELAGSE2RF3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences.	DATE students will demonstrate these skills in reading and speaking words related to technology and the environment as well as other topics.

Fluency ELAGSE2RF4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.	DATE students will demonstrate fluency through environmental and technology focused texts
Writing	
Text Types and Purpose ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. ELAGSE2W2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure..,	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces.
Production and Distribution of Writing ELAGSE2W4 (Begins in grade 3). ELAGSE2W5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. a. May include prewriting. ELAGSE2W6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	
Research to Build and Present Knowledge ELAGSE2W7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	

ELAGSE2W8 Recall information from experiences or gather information from provided sources to answer a question. ELAGSE2W9 (Begins in grade 4).	
Range of Writing ELAGSE2W10 (Begins in grade 3).	
Speaking and Listening	
Comprehension and Collaboration ELAGSE2SL1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. ELAGSE2SL2 Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media. ELAGSE2SL3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.
Presentation of Knowledge and Ideas ELAGSE2SL4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. ELAGSE2SL5 With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings. ELAGSE2SL6 Produce complete sentences when appropriate to task and situation in order to	

provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	
Language	
Conventions of Standard English **ELAGSE2L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). g. Create documents with legible handwriting. **ELAGSE2L2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	DATE students write words and sentences related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.
Knowledge of Language ELAGSE2L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	
Vocabulary Acquisition and Use ELAGSE2L4 Determine or clarify the meaning of unknown and multiple-meaning words and	DATE students will be immersed in technology and

phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	environmental focused vocabulary as well as other words.
ELAGSE2L5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)	DATE students write words and simple sentences related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.
ELAGSE2L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	

Dekalb Academy of Technology and The Environment
Curriculum

Grade 3

Science	*GPS*	*DATE*
Habits of Mind The learner will be able to:		
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Keep records of investigations and observations and do not alter the records later. b. Offer reasons for findings and consider reasons suggested by others. c. Take responsibility for understanding the importance of being safety conscious. **DATE students will use the scientific process to explore a variety of topics in life science and energy, including activities in their Fossils and Extinction Project (See project examples following grade-level standards tables.), school garden project, and energy technology exploration.**	S3CS1	S3CS1
Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator. b. Use commonly encountered fractions – halves, thirds, and fourths (but not sixths, sevenths, and so on) – in scientific calculations. c. Judge whether measurements and computations of quantities, such as length, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.	***S3CS2***	***S3CS2***
Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures. a. Choose appropriate common materials for making simple mechanical	S3CS3	***S3CS3***

constructions and repairing things. b. Use computers, cameras and recording devices for capturing information. c. Identify and practice accepted safety procedures in manipulating science materials and equipment. **DATE students will discuss the relationship between people, science and technology, and the environment. These discussions will occur throughout the year, related to a variety of topics, including biological adaptations, extinction, and alternative energy technologies.**		
Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. a. Observe and describe how parts influence one another in things with many parts. b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. c. Identify ways in which the representations do not match their original counterparts. **DATE students will do this throughout the year, integrating their learning and thinking across the curriculum. Third graders' year-long School Garden Project and Fossils and Extinction Project (See project examples following grade-level standards tables) are designed to provide opportunities for interdisciplinary learning. For example, students will plan, plot and map their garden as well as write about their garden work and draw/paint pictures of their garden; and each third grader will write a report about a dinosaur species of his/her choosing and including an artistic representation of the organism in the report; and understanding alternative energy technologies will involve drawing simple diagrams.**	***S3CS4***	***S3CS4***
Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas. c. Use numerical data in describing and comparing objects and events. d. Locate scientific information in reference books, back issues of	***S3CS5***	***S3CS5***

newspapers and magazines, CD-ROMs, and computer databases. **DATE students will have opportunities to use and compare simple machines while considering how these tools affect human effort and have affected societies. Students will explore and understand some common uses of these simple machines in their own community.**		
Students will question scientific claims and arguments effectively. a. Support statements with facts found in books, articles, and databases, and identify the sources used. **DATE students will have opportunities to use and compare simple machines while considering how these tools affect human effort and have affected societies. Students will explore and understand some common uses of these simple machines in their own community**.	***S3CS6***	***S3CS6***
The Nature of Science		
Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties. b. Some scientific knowledge is very old and yet is still applicable today.	***S3CS7***	***S3CS7***
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world.	***S3CS8***	***S3CS8***

c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.		
Life Science ***The learner will be able to:***		
Students will investigate the habitats of different organisms and the dependence of organisms on their habitat. a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there. b. Identify features of green plants that allow them to live and thrive in different regions of Georgia. c. Identify features of animals that allow them to live and thrive in different regions of Georgia. d. Explain what will happen to an organism if the habitat is changed. **DATE students will use the school grounds as a learning laboratory, observing and recording characteristics of organisms there. They will create lists, charts, and graphs of this data and incorporate it with data about organisms which live in other types of environments, classifying organisms by common characteristics. Third graders will begin to do this with plants as well as animals.**	***S3L1***	***S3L1***
Students will recognize the effects of pollution and humans on the environment. a. Explain the effects of pollution (such as littering) to the habitats of plants and animals. b. Identify ways to protect the environment. • Conservation of resources • Recycling of materials **DATE students will use the school grounds as a learning laboratory, observing and recording characteristics of organisms there. They will create lists, charts, and graphs of this data and incorporate it with data about organisms which live in other types of environments. Third graders will discuss how these characteristics help organisms to survive in their**	***S3L2***	***S3L2***

environments, and they will consider how humans are adapted to their environments and how technology has made it possible for humans to survive in a variety of environments, including in the Arctic (clothing and shelter construction), ocean (submarine),and in space (spacecraft).		
Physical Science ***The learner will be able to:***		
Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat. a. Categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another. b. Investigate how insulation affects heating and cooling. c. Investigate the transfer of heat energy from the sun to various materials. d. Use thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time. **DATE students will use the school grounds, as well as their classroom, to explore energy transformations. They will generate their own questions to investigate to enhance their understanding of energy and its transformations. Developmentally-appropriate connections will be made between energy transformations and technology. The concepts of the Laws of Thermodynamics will be introduced in developmentally-appropriate ways.**	***S3P1***	***S3P1***
Students will investigate magnets and how they affect other magnets and common objects. a. Investigate to find common objects that are attracted to magnets. b. Investigate how magnets attract and repel each other. **DATE students will demonstrate their understanding of these concepts by drawing diagrams, writing explanations, and explaining orally.**	***S3P2***	***S3P2***
Earth Science		
Students will investigate the physical attributes of rocks and soils.	***S3E1***	***S3E1***

a. Explain the difference between a rock and a mineral. b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness). c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand). d. Determine how water and wind can change rocks and soil over time using observation and research.. **DATE students will make these comparisons using pictures as well as using some real fossils which students will handle, draw, and write about to inform their comparisons. Third graders will also make comparisons when they take a field trip to a natural history museum as a part of their Fossils and Extinction Project. (See project examples following grade-level standards tables.)**		
Students will investigate fossils as evidence of organisms that lived long ago. a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago. b. Describe how a fossil is formed. **DATE students' learning about fossilization will be incorporated with their study of the rock cycle and the formation of sedimentary rock. They will construct a trace fossil of their own handprint or footprint using materials on the school grounds and/or quick-set clay. They will learn where fossils are likely to be found and how paleontologists locate and expose them. All these activities are a part of the third grade Fossils and Extinction Project. (See project examples following grade-level standards tables.)**	***S3E2***	***S3E2***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 3

Social Studies	*GPS*	*DATE*
History ***The learner will be able to:***		
The student will explain the political roots of our modern democracy in the United States of America. a. Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present. b. Explain the ancient Athenians' idea that a community should choose its own leaders. c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.	***SS3H1***	***SS3H1***
The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy. a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights). b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.	***SS3H2***	***SS3H2***
Geographic Understandings		

The student will locate major topographical features. a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, and Hudson. b. Identify major mountain ranges of the United States of America: Appalachian, Rocky. c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe. d. Locate Greece on a world map. **DATE students will use maps and field trips to learn about Georgia's waterways, with focus on the local waterways of the South River Watershed. Third graders will learn about the physical and human processes which affect waterways through hands-on simulations as well as a variety of media including DVD and books**.	***SS3G1***	***SS3G1***
The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a. a. Identify on a political map specific locations significant to the life and times of these historical figures. b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures. c. Describe how each of these historical figures adapted to and was influenced by his/her environment. d. Trace examples of travel and movement of these historical figures and their ideas across time. e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification. **DATE students will observe and discuss the major physical uses of land in their own community, the State of Georgia, and the United States, including on the school grounds, and will consider the historical use of this land as well and how technology is involved in humans' physical use of land.**	***SS3G2***	***SS3G2***
Economics		
The student will describe the four types of productive resources: a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (used to create goods and services)	***SS3E1***	***SS3E1***

DATE students will study, in developmentally-appropriate ways, the relationship of technology and the environment to these major industries, identifying resources from the environment as well as impacts of these industries on the environment and how technology is involved.		
The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military. **DATE students will focus on the role the state's environment plays in the state's economy and how technology emerges from and affects the environment and the economy of Georgia.**	***SS3E2***	***SS3E2***
The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties. a. Describe the interdependence of consumers and producers of goods and services. b. Describe how goods and services are allocated by price in the marketplace. c. Explain that some things are made locally, some elsewhere in the country, and some in other countries. d. Explain that most countries create their own currency for use as money. **DATE students will include developmentally-appropriate discussion of technology and the environment as they are related to natural resources, human capital, and capital equipment.**	***SS3E3***	***SS3E3***
The student will describe the costs and benefits of personal spending and saving choices. **DATE students will consider decision-making situations which include decisions involving opportunity costs related to technology and the environment.**	***SS3E4***	***SS3E4***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 3

ENGLISH.LANGUAGE ARTS	*DATE*
Reading Literary	
Key Ideas and Details ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ELAGSE3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure ELAGSE3RL4 Determine the meaning of words and phrases both literal and nonliteral language as they are used in the text. ELAGSE3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ELAGSE3RL6 Distinguish their own point of view from that of the narrator or those of the characters.	
Integration of Knowledge and Ideas ELAGSE3RL7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). ELAGSE3RL8 (Not applicable to literature). ELAGSE3RL9 Compare and contrast the themes, settings, and plots of stories written by the	

same author about the same or similar characters (e.g., in books from a series).	
Range of Reading and Level of Text Complexity ELAGSE3RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	
Reading Informational	
Key Ideas and Details ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ELAGSE3RI3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure ELAGSE3RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. ELAGSE3RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently. ELAGSE3RI6 Distinguish their own point of view from that of the author of a text.	
Integration of Knowledge and Ideas ELAGSE3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ELAGSE3RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ELAGSE3RI9 Compare and contrast the most important points and key details presented in	

two texts on the same topic.	
Range of Reading and Level of Text Complexity ELAGSE3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	
Reading Foundational	
Print Concepts Kindergarten and 1st grade only.	
Phonological Awareness Kindergarten and 1st grade only.	
Phonics and Word Recognition **ELAGSE3RF3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words	DATE students will demonstrate phonics through the use of words related to technology and the environment as well as other topics.
Fluency **ELAGSE3RF4** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. d. Read grade-appropriate irregularly spelled words.	DATE students will demonstrate fluency through environmental and technology focused texts.
Writing	
Text Types and Purpose **ELAGSE3W1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	DATE students will write pieces that are environmental and technology focused and will

d. Provide a concluding statement or section. **ELAGSE3W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. **ELAGSE3W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	publish those pieces using an online platform, as well as other pieces
Production and Distribution of Writing **ELAGSE3W4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1-3 above.) **ELAGSE3W5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 3.) **ELAGSE3W6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
Research to Build and Present Knowledge **ELAGSE3W7** Conduct short research projects that build knowledge about a topic.	

ELAGSE3W8 Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **ELAGSE3W9** (Begins in grade 4).	
Range of Writing **ELAGSE3W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	
Comprehension and Collaboration **ELAGSE3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. **ELAGSE3SL2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **ELAGSE3SL3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.
Presentation of Knowledge and Ideas **ELAGSE3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an	

understandable pace. **ELAGSE3SL5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **ELAGSE3SL6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)	
Language	
Conventions of Standard English **ELAGSE3L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Write legibly in cursive. **ELAGSE3L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in	DATE students will write parts of speech, simple, and complex sentences related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.

writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
Knowledge of Language **ELAGSE3L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English.	
Vocabulary Acquisition and Use **ELAGSE3L4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **ELAGSE3L5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). **ELAGSE3L6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships	DATE students will be immersed in technology and environmental focused vocabulary as well as other words.

Dekalb Academy of Technology and The Environment
Curriculum

Grade 3

MATHEMATICS	*DATE*
Operations and Algebraic Thinking *The learner will be able to represent and solve problems involving multiplication and division, understand properties of multiplication and the relationship between multiplication and division, multiply and divide within 100, and solve problems involving four operations, and identify and explain patterns in arithmetic.*	
MGSE3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to practice multiplication and division.
MGSE3.OA.2 Interpret whole number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?).	
MGSE3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities,‡ e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	DATE teachers will create environmental friendly situations to practice their problem solving skills.
MGSE3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division.	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to
MGSE3.OA.5 Apply properties of operations as strategies to multiply and divide.13 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property	

of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	practice multiplication and division
MGSE3.OA.6 Understand division as an unknown-factor problem.	DATE students will use manipulatives they have collected on the school grounds, including branches, sticks, leaves, aquaponics pebbles, seeds, recyclable items, to practice multiplication and division
MGSE3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	
MGSE3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	DATE teachers will create environmental friendly situations to practice their problem solving skills.
Number and Operations in Base Ten *The learner will be able use place value understanding and properties of operations to perform multi-digit arithmetic.*	
MGSE3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	DATE teachers will create environmental friendly situations using these math skills.
MGSE3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
MGSE3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	
Numbers and Operations-Fractions *The learner will be able to able to develop an understanding of fractions as numbers.*	

MGSE3.NF.1 Understand a fraction 1 *b* as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a b as the quantity formed by a parts of size 1 *b* . For example, 3 4 means there are three 1 4 parts, so 3 4 = 1 4 + 1 4 + 1 4 .	DATE teachers will create environmental friendly situations using these math skills.
MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction **1** ***b*** on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size **1** ***b*** . Recognize that a unit fraction **1** ***b*** is located **1** ***b*** whole unit from 0 on the number line. b. Represent a non-unit fraction a b on a number line diagram by marking off a lengths of 1 b (unit fractions) from 0. Recognize that the resulting interval has size a b and that its endpoint locates the non-unit fraction a b on the number line.	
MGSE3.NF.3 Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1 2 = 2 4 , 4 6 = 2 3 . Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 6 2 (3 wholes is equal to six halves); recognize that 3 1 = 3; locate 4 4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or	
Measurement and Data *The learner will be able to solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects and represent and interpret data.*	
MGSE3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in	DATE teachers will create

minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc.	environmental friendly situations using these math skills.
MGSE3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).17 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.18	DATE students will practice these skills using recyclable objects and water.
MGSE3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	DATE teachers will create environmental friendly situations using these math skills.
MGSE3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	DATE students will apply these schools in the school garden by measuring plants, garden boxes, and garden tools**.**
MGSE3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	
MGSE3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	
MGSE3.MD.7 Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and	DATE students can practice these skills by

show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive.	using the aquaponics tanks or the plots in the garden.
MGSE3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Science	*GPS*	*DATE*
Habits of Mind The learner will be able to:		
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Keep records of investigations and observations and do not alter the records later. b. Carefully distinguish observations from ideas and speculation about those observations. c. Offer reasons for findings and consider reasons suggested by others. d. Take responsibility for understanding the importance of being safety conscious. **DATE students will use the scientific process in conducting investigations of their local watershed and in their school garden throughout the year as well as in other activities involving use of science equipment (technology) and the local environment.**	***S4CS1***	***S4CS1***
Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator. b. Use fractions and decimals, and translate between decimals and commonly encountered fractions – halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on) – in scientific calculations.	***S4CS2***	***S4CS2***

c. Judge whether measurements and computations of quantities, such as length, area, volume, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.		
Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures. a. Choose appropriate common materials for making simple mechanical constructions and repairing things. b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety. c. Use computers, cameras and recording devices for capturing information. d. Identify and practice accepted safety procedures in manipulating science materials and equipment. **DATE students will research local watershed concepts (including the hydrological cycle) and issues (threatened local species and local introduced species).**	S4CS3	***S4CS3***
Practice safe procedures in manipulating science materials and equipment. **DATE students will be taught and practice safe use of science materials and equipment in their watershed (including appropriate collection of living organisms, such as aquatic macro-invertebrates) and garden (including stereoscopes for study of soil components and insects) investigations.**	S4CS4	S4CS4
Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas. c. Use numerical data in describing and comparing objects and events. d. Locate scientific information in reference books, back issues of	S4CS5	S4CS5

newspapers and magazines, CD-ROMs, and computer databases.		
Students will question scientific claims and arguments effectively. a. Support statements with facts found in books, articles, and databases, and identify the sources used. b. Identify when comparisons might not be fair because some conditions are different. **DATE students will use a variety of equipment to study the local watershed and the school garden, including stereoscopes, measuring devices, aquaria, and terrarium, and computers.**	S4CS6	S4CS6
The Nature of Science		
Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties. b. Some scientific knowledge is very old and yet is still applicable today.	S4CS7	S4CS7
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.	S4CS8	S4CS8

Life Science ***The student will be able to:***		
Students will describe the roles of organisms and the flow of energy within an ecosystem. a. Identify the roles of producers, consumers, and decomposers in a community. b. Demonstrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers. c. Predict how changes in the environment would affect a community (ecosystem) of organisms. d. Predict effects on a population if some of the plants or animals in the community are scarce or if there are too many. **DATE students will learn and apply the concepts of food chain and food web as a part of their study of the local watershed, with introduction to terms such as producer, consumer, predator, prey, and parasite. They will consider the relationships of humans in the watershed to the other members of the biotic community, including the impacts human change has had on the local environment.**	***S4L1***	***S4L1***
Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation), and external features (camouflage and protection). a. Identify external features of organisms that allow them to survive or reproduce better than organisms that do not have these features (for example: camouflage, use of hibernation, protection, etc.). b. Identify factors that may have led to the extinction of some organisms. **DATE students will create models of local food chains and local food webs using themselves to represent other organisms. They will also draw diagrams and use a variety of media to create models to demonstrate understanding of these fundamental ecological concepts.**	***S4L2***	***S4L2***

Earth and Space ***The learner will be able to:***		
Students will compare and contrast the physical attributes of stars, star patterns, and planets. a. Recognize the physical attributes of stars in the night sky such as number, size, color and patterns. b. Compare the similarities and differences of planets to the stars in appearance, position, and number in the night sky. c. Explain why the pattern of stars in a constellation stays the same, but a planet can be seen in different locations at different times. d. Identify how technology is used to observe distant objects in the sky. **DATE students will be introduced to the concept of Earth environment being a part of even larger environments, namely the solar system, galaxy, and universe. Using materials of their own choosing, students will demonstrate their understanding of the planets of our solar system by constructing a model of it.**	***S4E1***	***S4E1***
Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon. a. Explain the day/night cycle of the earth using a model. b. Explain the sequence of the phases of the moon. c. Demonstrate the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes. d. Demonstrate the relative size and order from the sun of the planets in the solar system. **DATE students will keep a "moon journal," both during school and for homework, noting the appearance of the moon at different times of the day/month. They will use indirect observation of the sun, shadow length, to learn about the sun as well as computer and other media research. Students will create their own sun and moon charts to demonstrate their learning**.	***S4E2***	***S4E2***
Students will differentiate between the states of water and how they relate to the	***S4E3***	***S4E3***

water cycle and weather. a. Demonstrate how water changes states from solid (ice) to liquid (water) to gas (water vapor/steam) and changes from gas to liquid to solid. b. Identify the temperatures at which water becomes a solid and at which water becomes a gas. c. Investigate how clouds are formed. d. Explain the water cycle (evaporation, condensation, and precipitation). e. Investigate different forms of precipitation and sky conditions. (rain, snow, sleet, hail, clouds, and fog). **DATE students will learn the hydrological cycle in the context of the local watershed they study. They will use the scientific process to study evaporation and condensation, and they will measure precipitation in the school yard throughout the year, charting and graphing daily, weekly, and monthly precipitation. Students learning will be demonstrated in their explanation of the hydrological cycle diagrams they draw.**		
Students will analyze weather charts/maps and collect weather data to predict weather events and infer patterns and seasonal changes. a. Identify weather instruments and explain how each is used in gathering weather data and making forecasts (thermometer, rain gauge, barometer, wind vane, anemometer). b. Using a weather map, identify the fronts, temperature, and precipitation and use the information to interpret the weather conditions. c. Use observations and records of weather conditions to predict weather patterns throughout the year. d. Differentiate between weather and climate. **DATE students will make observations of the sun's movement by measuring shadows of standard objects at the same time of day throughout the school year. This in addition to the modeling of sun and Earth positioning through the year will enable students to create their own models to demonstrate and explain why we have seasons.**	***S4E4***	***S4E4***

Physical Science ***The learner will be able to:***		
Students will investigate the nature of light using tools such as mirrors, lenses, and prisms. a. Identify materials that are transparent, opaque, and translucent. b. Investigate the reflection of light using a mirror and a light source. c. Identify the physical attributes of a convex lens, a concave lens, and a prism and where each is used. **DATE students will understand the importance of light energy to life on Earth as they discuss food chains and food webs. Associated with the life science work will be exploration of how light travels, including demonstration and explanation of laser technology and some of its applications, and student use of prisms to explore the visible spectrum. Students will consider these concepts in the context of the phenomenon of rainbows as well.**	***S4P1***	***S4P1***
Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration. a. Investigate how sound is produced. b. Recognize the conditions that cause pitch to vary. **DATE students will have the opportunity to experiment with a variety of technological devices that produce sound, from musical instruments, such as a piano and a trumpet, to a radio to a CD player to a computer.**	***S4P2***	***S4P2***
Students will demonstrate the relationship between the application of a force and the resulting change in position and motion on an object. a. Identify simple machines and explain their uses (lever, pulley, wedge, inclined plane, screw, wheel and axle). b. Using different size objects, observe how force affects speed and motion.	***S4P3***	***S4P3***

c. Explain what happens to the speed or direction of an object when a greater force than the initial one is applied. d. Demonstrate the effect of gravitational force on the motion of an object. Teacher note: The use of mathematical formulas is not recommended in S4P3. Fourth grade students should carry out investigations to provide a foundation of concrete experience for the abstract understandings of physical science in upper grades. **DATE students will use compasses to map their school garden and to map their local watershed study area. As a part of learning to use a compass, they will learn how a compass works and how magnetism is involved.**		

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Social Studies	*GPS*	*L.A.T.E.*
History **The learner will be able to:**		
The student will describe how early Native American cultures developed in North America. a. Locate where Native Americans settled with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plateau (Nez Perce), Southwest (Hopi), Plains (Pawnee), and Southeast (Seminole). b. Describe how Native Americans used their environment to obtain food, clothing, and shelter. ***DATE students will incorporate their study of local weather, climate, and watershed and personal experience into a comparative consideration of the impact of climate and physical environment on the lifestyles of American Indians (including their technologies) throughout the United States, including the Creek and Cherokee.***	***SS4H1***	***SS4H1***
The student will describe European exploration in North America. a. Describe the reasons for, obstacles to, and accomplishments of the Spanish, French, and English explorations of John Cabot, Vasco Núñez de Balboa, Juan Ponce de León, Christopher Columbus, Henry Hudson, and Jacques Cartier. b. Describe examples of cooperation and conflict between Europeans and Native Americans.	***SS4H2***	***SS4H2***

DATE students will discuss the physical environments and historical technologies of areas explored and how they have affected the results of explorations.		
The student will explain the factors that shaped British colonial America. a. Compare and contrast life in the New England, Mid-Atlantic, and Southern colonies. b. Describe colonial life in America as experienced by various people, including large landowners, farmers, artisans, women, indentured servants, slaves, and Native Americans. **DATE students will include discussion of the technologies and the physical environment of the settlement and the relationship between them in their description of the settlement.**	***SS4H3***	***SS4H3***
The student will explain the causes, events, and results of the American Revolution. a. Trace the events that shaped the revolutionary movement in America, including the French and Indian War, British Imperial Policy that led to the 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, and the Boston Tea Party. b. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power. c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown. d. Describe key individuals in the American Revolution with emphasis on King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, and John Adams. **DATE students will consider the physical environment of these individuals and discuss what possible impact it may have had on their contribution to the American Revolution.**	***SS4H4***	***SS4H4***

The student will analyze the challenges faced by the new nation. a. Identify the weaknesses of the government established by the Articles of Confederation. b. Identify the major leaders of the Constitutional Convention (James Madison and Benjamin Franklin) and describe the major issues they debated, including the rights of states, the Great Compromise, and slavery. c. Identify the three branches of the U. S. government as outlined by the Constitution, describe what they do, how they relate to each other (checks and balances and separation of power), and how they relate to the states. d. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the power of government, and explain the reasons for its inclusion in the Constitution in 1791. e. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House. **DATE students will consider the different physical environments of these geographic regions and differences in their colonial technologies and economies as part of their comparison of these colonial settlements.**	***SS4H5***	***SS4H5***
The student will explain westward expansion of America between 1801 and 1861. a. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns). b. Describe the impact of the steamboat, the steam locomotive, and the telegraph on life in America. c. Describe the impact of westward expansion on Native Americans. **DATE students will study the relationship between the physical environments and technology of the time as it related to westward expansion during this period.**	***SS4H6***	***SS4H6***
The student will examine the main ideas of the abolitionist and suffrage movements.	***SS4H7***	***SS4H7***

a. Discuss the biographies of Harriet Tubman and Elizabeth Cady Stanton. b. Explain the significance of Sojourner Truth to the abolition and suffrage movements.		
Government/Civic Understandings		
The student will describe the meaning of a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness). b. "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty. c. The federal system of government in the U.S.	***SS4CG1***	***SS4CG1***
The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.	***SS4CG2***	***SS4CG2***
The student will describe the functions of government. a. Explain the process for making and enforcing laws. b. Explain managing conflicts and protecting rights. c. Describe providing for the defense of the nation. d. Explain limiting the power of people in authority. e. Explain the fiscal responsibility of government.	***SS4CG3***	***SS4CG3***
The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. a. Explain the necessity of respecting the rights of others and promoting the common good. b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).	***SS4CG4***	***SS4CG4***

Economics ***The learner will be able to:***		
The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to send expeditions to North and South America). b. Explain how price incentives affect people's behavior and choices (such as colonial decisions about what crops to grow and products to produce). c. Describe how specialization improves standards of living (such as the differences in the economies in the New England, Mid-Atlantic, and Southern colonies). d. Explain how voluntary exchange helps both buyers and sellers (such as prehistoric and colonial trade in North America). e. Describe how trade promotes economic activity (such as how trade between the colonies and England affected their economies). f. Give examples of technological advancements and their impact on business productivity during the development of the United States (such as the steamboat, the steam locomotive, and the telegraph). **DATE students will include consideration of the relationship between physical environment and technology and the unequal distribution of limited resources as the demonstrate understanding of this concept.**	SS4E1	***SS4E1***
The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.	SS4E2	SS4E2
Geography ***The learner will be able to:***		
The student will be able to locate important physical and man-made features in the United States. a. Locate major physical features of the United States; include the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Great Basin, Death Valley, the	***SS4G1***	***SS4G1***

Gulf of Mexico, the St. Lawrence River, and the Great Lakes. b. Locate major man-made features; include New York City, NY; Boston, MA; Philadelphia, PA; and the Erie Canal. **DATE students will integrate their learning in science and social studies to understand how to identify and describe regions based on a variety of characteristics including some based on the physical environment.**		
The student will describe how physical systems affect human systems. a. Explain why each of the Native American groups (SS4H1a) occupied the areas they did, with emphasis on why some developed permanent villages and others did not. b. Describe how the early explorers (SS4H2a) adapted, or failed to adapt, to the various physical environments in which they traveled. c. Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities practiced therein. d. Explain how each force (American and British) attempted to use the physical geography of each battle site to its benefit (SS4H4c). e. Describe physical barriers that hindered and physical gateways that benefited territorial expansion from 1801 to 1861 (SS4H6a). **DATE students will study the physical regions and major physical features of each region to gain a fuller understanding of the physical environment of the United States and its influence on the development of technology and the history of the country.**	***SS4G2***	***SS4G2***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Mathematics	*D.A.T.E.*
Operations and Algebraic Thinking *The learner will be able to use the four operations with whole numbers to solve problems, gain familiarity with factors and multiples, and generate and analyze patterns.*	
MGSE4.OA.1 Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity. a. Interpret a multiplication equation as a comparison e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. b. Represent verbal statements of multiplicative comparisons as multiplication equations.	DATE teachers will create environmental friendly situations using these math skills
MGSE4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	DATE teachers will create environmental friendly situations to practice their problem solving skills.
MGSE4.OA.3 Solve multistep word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
MGSE4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range	DATE teachers will create environmental friendly situations using these math

1–100 is prime or composite.	skills
MGSE4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the pattern will continue to develop in this way. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.	DATE teachers will create environmental friendly situations using these math skills
Numbers and Operations in Base Ten ***The learner will be able to generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic.***	
MGSE4.NBT.1 Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	DATE teachers will create environmental friendly situations using these math skills.
MGSE4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	
MGSE4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	
MGSE4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	
MGSE4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
MGSE4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between	

multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models	
Numbers and Operations-Fractions ***The learner will be able to extend understanding of fractions equivalence and ordering, build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, and understand decimal notation for fractions, and compare decimal fractions.***	
MGSE4.NF.1 Explain why two or more fractions are equivalent ☐ ☐ = ☐ × ☐ ☐ × ☐ ☐☐: 1 4 = 3 × 1 3 × 4 by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	
MGSE4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1 2 . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or	
MGSE4.NF.3 Understand a fraction ☐ ☐ with a numerator >1 as a sum of unit fractions 1 ☐ . a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8 c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions	

referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	
MGSE4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4). b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	DATE teachers will create environmental friendly situations using these math skills
MGSE4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.22 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	
MGSE4.NF.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram	
MGSE4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g. by using a visual model.	
Measurement and Data *The learner will be able to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, represent and interpret data, and understand the concepts of angle and measure angles.*	

MGSE4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. a. Understand the relationship between gallons, cups, quarts, and pints. b. Express larger units in terms of smaller units within the same measurement system. c. Record measurement equivalents in a two column table.	DATE teachers will conduct a measurement experiment using recyclable items.
MGSE4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	DATE teachers will create environmental friendly situations to practice their problem solving skills.
MGSE4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	DATE students will practice these skills by using the outside environmental spaces on campus.
MGSE4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1 2 ,1 4 , 1 8). Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots.	
MGSE4.MD.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	
MGSE4.MD.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure	

MGSE4.MD.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol or letter for the unknown angle measure.	DATE teachers will create environmental friendly situations using these math skills.
MGSE4.MD.8 Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	
Geometry *The learner will be able to draw and identify lines and angles, and classify shapes by properties of their lines and angles.*	
MGSE4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures	DATE students will use the outdoor environmental spaces to draw, classify, and recognize angles and figures.
MGSE4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	
MGSE4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry	

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Language Arts	*DATE*
Reading Literary	
Key Ideas and Details **ELAGSE4RL1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **ELAGSE4RL2** Determine a theme of a story, drama, or poem from details in the text; summarize the text. **ELAGSE4RL3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE4RL4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **ELAGSE4RL5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **ELAGSE4RL6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	

Integration of Knowledge and Ideas **ELAGSE4RL7** Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences. **ELAGSE4RL8** (Not applicable to literature). **ELAGSE4RL9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	
Range of Reading and Level of Text Complexity **ELAGSE4RL10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational	
Key Ideas and Details **ELAGSE4RI1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **ELAGSE4RI2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **ELAGSE4RI3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE4RI4** Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. **ELAGSE4RI5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. **ELAGSE4RI6** Compare and contrast a firsthand and secondhand account of the same	

event or topic; describe the differences in focus and the information provided	
Integration of Knowledge and Ideas **ELAGSE4RI7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **ELAGSE4RI8** Explain how an author uses reasons and evidence to support particular points in a text. **ELAGSE4RI9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	
Range of Reading and Level of Text Complexity **ELAGSE4RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Foundational	
Print Concepts Kindergarten and 1st grade only	
Phonological Awareness Kindergarten and 1st grade only	
Phonics and Word Recognition **ELAGSE4RF3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	DATE students will demonstrate phonics through the use of words related to technology and the environment as well as other topics.

Fluency **ELAGSE4RF4** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	DATE students will demonstrate fluency through environmental and technology focused texts.
Writing	
Text Types and Purpose **ELAGSE4W1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented. **ELAGSE4W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. **ELAGSE4W3** Write narratives to develop real or imagined experiences or events using	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces.

effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing **ELAGSE4W4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in Standards 1–3 above.) **ELAGSE4W5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 4.) **ELAGSE4W6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces.
Research to Build and Present Knowledge **ELAGSE4W7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **ELAGSE4W8** Recall relevant information from experiences or gather relevant information from print and digital sources. **ELAGSE4W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	

a. Apply grade 4 Reading Standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply grade 4 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	
Range of Writing **ELAGSE4W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	
Comprehension and Collaboration **ELAGSE4SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **ELAGSE4SL2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **ELAGSE4SL3** Identify the reasons and evidence a speaker provides to support particular points.	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.
Presentation of Knowledge and Ideas **ELAGSE4SL4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	

ELAGSE4SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **ELAGSE4SL6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standard 1 for specific expectations.)	
Language	
Conventions of Standard English **ELAGSE4L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb aspects. c. Use helping/linking verbs to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting rhetorically poor fragments and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their). h. Write legibly in cursive, leaving spaces between letters in a word and between words in a sentence. **ELAGSE4L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	DATE students will write sentences with a technology and environment focus and that are related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.

Knowledge of Language **ELAGSE4L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
Vocabulary Acquisition and Use **ELAGSE4L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **ELAGSE4L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **ELAGSE4L6** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., conservation, and endangered when discussing animal preservation).	DATE students will be immersed in technology and environmental focused vocabulary as well as other words.

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Physical Education	*GPS*	*DATE*
Motor Skills ***The learner will be able to:***		
Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. **Description:** Students are able to combine skills in dynamic and complex situations, demonstrating sequences commonly associated with various sports and activities (e.g., moving to a ball, trapping, dribbling and then passing it; forward roll, scale [balance], travel and then do a cartwheel). All throwing and striking patterns are mastered during fourth grade, and students are able to catch or handle objects from any trajectory (low, medium, or high) in simple situations. Students are able to move in tempo to slow and fast rhythms. **Elements:** **a. Demonstrates an overhand throw.** Examples: Uses proper technique while throwing a football. Uses proper technique when throwing overhand to a moving target during a game. **b. Demonstrates an overhead striking skill.** Examples: Uses proper techniques of a pickle ball smash. Spikes a beach ball over a low net. **c. Demonstrates fleeing, dodging, and chasing skills with equipment.** Examples:	***PE4.1***	***PE4.1***

Avoids defenders while dribbling a soccer ball. Advances a puck down the court during a floor hockey game. **d. Demonstrates a variety of rhythmic patterns.** Examples: Performs jump rope, dance, and rhythm sticks routines. Performs the traditional tinkling dance. **DATE students will do many physical education activities on the school grounds. In doing these activities they will discuss what conditions are best for particular movement and discuss how the environment may have affected the development of specific sports. Students will demonstrate sports, gymnastics, and dance motor skills through performance outdoors on the school grounds.**		
Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. **Description:** Students begin to apply basic concepts of movement to improve their individual performance. They can provide critical elements of form or motor development principles to improve the performance of others. **Elements:** **a. Identifies the critical elements of an overhand throw.** Examples: Describes the parts of a proper throw. Draws a series of pictures to identify the critical components of a proper throw. **b. Identifies the critical elements of the overhand strike.** Examples: Describes the parts of a self tossed overhand strike. Identifies the different critical elements used for an overhead strike when the set up is from a self tossed or partner tossed ball. **c. Identifies the use of opposition for manipulative skills performed by classmates and provides feedback.** Examples:	***PE4.2***	***PE4.2***

Provides feedback to another student that the student did step on the opposite foot when releasing the ball on an overhand throw. Finds a picture in a newspaper or magazine that demonstrates the use of opposition while the person is performing an overhand striking skill. **d. Explains the use of fleeing, dodging, and chasing in game play.** Examples: Describes strategies to successfully get "open" while being guarded. Demonstrates how to watch a person's midsection while guarding during game play. **DATE students will do many physical education activities on the school grounds. In doing these activities they will discuss what conditions are best for particular movement and discuss how the environment may have affected the development of specific sports. Students will demonstrate sports, gymnastics, and dance motor skills through performance outdoors on the school grounds.**		
Participates regularly in physical activity. **Description:** Students are actively involved in activities that provide opportunities to participate with others in an active environment. **Elements:** **a. Encourages others to participate in physical activity.** Examples: Invites those who are not being active to join a game. Provides a picture of one's family participating in a physical activity. **b. Demonstrates how physical activity plays a part in daily life.** Examples: Maintains a 3 day activity log. Wears pedometer for entire school day and logs steps. **DATE students will do many physical education activities on the school grounds. In doing these activities they will discuss what**	**PE4.3**	***PE4.3***

conditions are best for particular movement and discuss how the environment may have affected the development of specific sports. Students will demonstrate sports, gymnastics, and dance motor skills through performance outdoors on the school grounds.		
Achieves and maintains a health-enhancing level of physical fitness. **Description:** Students participate in moderate to vigorous activities in a variety of settings. They learn how to adjust their activity based on physiological indicators. Students begin to participate in criterion-referenced fitness assessments and are able to identify the health-related component that each test assesses (cardio-respiratory endurance, muscular endurance, muscular strength, and flexibility. **Elements:** **a. Participates in criterion-referenced fitness assessments with close teacher guidance and supervision (Ex. Fitnessgram) and realizes whether he/she is within the healthy fitness zone.** Examples: Practices with a peer in the criterion- referenced test. Compares own results to determine age appropriate healthy/unhealthy fitness zone. b. **Matches items from a criterion-referenced fitness test to the health-related fitness components.** Examples: Cites curl-ups as a test item that measures abdominal strength. Cites sit and reach as a measurement of flexibility. **DATE students will do many physical education activities on the school grounds. In association with doing these activities, students will discuss the opportunities and advantages and disadvantages in doing endurance activities in the outdoor environment.**	***PE4.4***	***PE.4.1***
Exhibits responsible personal and social behavior that respects self and others in physical activity settings. **Description:** Students continue to develop cooperative skills and an awareness of individual differences. Students begin to develop strategies to resolve conflicts that	***PE4.5***	***PE4.5***

may arise. Periods of independent, self-guided activities are increasing in duration and frequency of occurrence. **Elements:** **a. Learns to resolve conflicts using different strategies.** Examples: Plays "rock-paper-scissors" to pick turns or negotiate conflicts.. Accepts decisions made by the team captain. **b. Works independently and cooperatively to develop an appreciation for individual differences.** Examples: Use peer feedback to help others improve their skills. Works cooperatively using verbal or nonverbal encouragement with all class members. **c. Works independently and remains on task.** Examples: Uses self-guided activity task cards to learn a new skill. Choreographs a jump rope routine. **DATE students will do many physical education activities on the school grounds, in the outdoor environment, modeling and hopefully encouraging students to develop life-long habits of health involving exercise outdoors as well as indoors.**		
Values physical activity for health, enjoyment, challenge, self expression, and/or social-interaction. **Description:** Students display enjoyment of activity as it relates to skill mastery. Further, they will demonstrate a desire to participate in a variety of activities. **Elements:** **a. Chooses to participate in formal and/or informal physical activities that are enjoyable.** Examples: Community dance programs and athletics teams.	***PE4.6***	***PE4.6***

Is actively involved in station work in class. **b. Chooses personally challenging experiences in physical activity.** Examples: Uses only the intermediate and advance hand holds while moving across the traversing wall in physical education class. Increases their upper body endurance by choosing to work on pull-up bars during free-time or free choice activities. **c. Expresses enjoyment through physical activity.** Examples: Creates a dance to express feeling of happiness. Creates a team celebration or dance for successful completion of a task or challenge. **DATE students will do many physical education activities on the school grounds, in the outdoor environment, modeling and hopefully encouraging students to develop life-long habits of health involving exercise outdoors as well as indoors.**		

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Health Education	*GPS*	*D.A.T.E.*
Applied Health ***The learner will be able to:***		
Students will comprehend concepts related to health promotion and disease prevention to enhance health. **Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fourth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness. **Elements:** **a. Recognize the relationship between health behavior and disease prevention.** Examples: Describe the relationship between tobacco use and nicotine addiction. Identify risk factors and behaviors related to heart disease and heart related conditions (e.g., high blood pressure, obesity, stress). **b. Predict the short and long term effects of health choices on the multiple dimensions of health.** Examples: Describe the long and short term health benefits of avoiding foods high in sugar, fat, and sodium. Describe the relationship between exercise and caloric intake on weight management. **c. Describe ways to promote a safe and healthy community environment.** Examples: Identify threats to personal safety and how to avoid them. Describe emergency procedures related to fire safety.	***HE4.1***	***HE4.1***

DATE students will relate and compare basic structure and functions of the human body systems to their study of other organism in the local environment. DATE students will learn about how some diseases/illness can be caused or exacerbated by environmental conditions resulting from the use of technology.		
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. **Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth grade students will compare and contrast how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction. **Elements:** **a. Identify the influence of culture on health practices and behaviors.** Examples: Identify the health impact of eating and drinking habits associated with particular social events (i.e., holidays, sporting events) Determine the nutritional benefits of foods from other cultures. **b. Describe how the school and community can support personal health practices and behaviors.** Examples: Identify ways to prevent the spread of communicable disease in the community (e.g., hygiene, inoculation, quarantine) Compare and contrast the nutritional value of food from various places. (e.g., fast food, home prepared, school provided). **c. Describe how technology and the media can influence personal health.** Examples: List media influences that most impact student's consumer decisions (e.g., commercials, movies, books, music). Predict the outcome if more people watched less TV and engaged in a regular exercise program. **DATE students will include consideration of the sources of such**	***HE4.2***	***HE.4.2***

drugs, including technological processes (inhalants) and the natural world (marijuana). DATE students will learn about how some diseases/illness can be caused or exacerbated by environmental conditions resulting from the use of technology.		
Students will demonstrate the ability to access valid information and products and services to enhance health. **Description:** Students will access valid health information and health-promoting products and services. Fourth grade students will identify services that promote healthy living within the school and community. **Elements:** **a. Recognize the characteristics of valid health information, products, and services.** Examples: Discuss health-related products that are available to promote a healthier individual. Analyze the impact of local health services on community health. **b. Summarize the services that school, family, and community provide concerning personal health.** Examples: Analyze the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness. Identify a trusted adult, such as a parent, school nurse, counselor, or teacher, who can provide helpful information about preventing tobacco use. **DATE students will include consideration of the sources of such drugs, including technological processes (inhalants) and the natural world (marijuana). DATE students will consider how activity in outdoor environments as well as the use of exercise machines (technology) as they develop personal strategies to improve and maintain personal health.**	***HE4.3***	***HE.4.3***
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	***HE4.4***	***HE4.4***

Description: Students will use effective communication skills to enhance personal, family, and community health. Fourth grade students will develop attentive listening, refusal, and conflict resolution skills to develop and maintain health enhancing relationships. **Elements:** **a. Describe effective negotiation skills to manage or resolve conflict**. Examples: Explain the benefits of non-violent conflict resolution strategies to others. Describe how to express feelings to prevent conflict from starting or escalating. **b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities.** Examples: Demonstrate ways to respect personal space and boundaries. Identify special qualities in self and others. ***DATE students will include in their studies how to communicate effectively through technology without causing harm to others.***		
Accessing Information Services ***The learner will be able to:***		
Students will demonstrate the ability to use decision-making skills to enhance health. **Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems. **Elements:** **a. Explain a situation that may require a thoughtful health-related decision.** Examples: Discuss options of what to do in potentially dangerous situations (e.g., being lost, stranded without a ride home, riding with someone who causes you to feel unsafe).	***HE4.5***	***HE.4.5***

Demonstrate everyday decisions that contribute to being a good friend. **b. Determine when help is needed to make a health-related decision.** Examples: Determine when a counselor is needed for anger management. Discuss options for seeking assistance when are being bullied. **c. Indicate healthy alternatives to health-related issues and problems.** Examples: Provide positive alternatives to resolve a conflict. Develop a plan to participate in heart-healthy physical activities after school. **d. Describe the possible consequences of each option when making a health-related decision.** Examples: Discuss the possible consequences of swimming alone. Describe the impact of developing a chronic disease on health and wellbeing. **e. Determine a healthy choice when making a decision.** Examples: Create a list of possible consequences if rules are not followed (e.g., running in the hallway, talking loud on the bus, throwing a baseball bat). Analyze the reasons for seeking parent permission before engaging in an unsupervised physical activity (e.g., skating, bike riding, jogging). **DATE students will consider how to remain active in outdoor environments and develop personal strategies to keep safe while maintaining personal health.**		
Students will demonstrate the ability to use goal-setting skills to enhance health. **Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will develop personal goals for positive health and discuss resources for assisting them with their goals. **Elements:** **a. Develop a personal health goal and identify ways to monitor its progress.**	***HE4.6***	***HE4.6***

Examples: Track a personal health goal related to consuming more fruits and vegetables using a chart to track intake. Create a personal health goal related to the influence of rest, food choices, exercise, sleep, or recreation on a person's well being and determine how to monitor progress. **b. Discuss resources needed to help achieve a personal health goal.** Examples: Discuss the reasons for consulting a parent before taking medication. Describe individuals who should be consulted before a student plans a neighborhood clean-up project. **DATE students will be encouraged to consider including activities in the outdoor environment to reach their personal health goal.**		
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. **Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fourth grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders. **Elements:** **a. Practice beneficial health behaviors.** Examples: Practice first aid for minor injuries. Write, sign, and decorate pledge cards to avoid unsafe behaviors (e.g., "I pledge to be alcohol and tobacco free"). **b. Demonstrate a healthy behavior to improve personal health and wellness.** Examples: Develop and adhere to a healthy sleep routine. Demonstrate deep breathing techniques to reduce test anxiety. **c. Demonstrate behaviors to reduce health risks.** Examples:	***HE4.7***	***HE4.7***

Practice goal-setting steps to reduce stress. Plan a weekly menu based on the food guide pyramid. **DATE students will consider the influence of experience in outdoor environments as a part of consideration of this topic.**		
Students will demonstrate the ability to advocate for personal, family, and community health. **Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Fourth grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors. **Elements:** **a. Provide valid health information about a health issue.** Examples: Analyze the benefits of being physically active. Design a poster listing guidelines used for different weather conditions (e.g. tornado, hurricane, and flood). **b. Help others make positive choices.** Examples: Create a poster illustrating ways to handle and prepare foods safely. Participate in a group to develop a class presentation on a common health issue impacting children and youth. ***DATE students will research at school and home how technology is affecting health issues of children globally.***	***HE4.8***	***HE4.8***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

DATE's charter school focus is technology and the environment. All technology standards listed below will be met at DATE through age-appropriate work in all four core curriculum areas as well as others.

Technology	*GPS*	*D.A.T.E.*
Productivity/Communication ***The learn will be able to:***		
Identify basic technology tools.		***TECH.4.1***
Demonstrate an understanding of basic technology and telecommunication.		***TECH.4.2***
Demonstrate an understanding of the uses of technology and telecommunication tools in society.		***TECH.4.3***
Desktop Publishing **The learner will be able to:**		
Operate basic technology tools and applications.		***TECH.4.5***
Manage information with databases and spreadsheets.		***TECH.4.7***
Use multimedia tools to express ideas.		***TECH.4.8***

Use brainstorming/webbing software in planning, organizing, prewriting.		***TECH.4.9***
Use telecommunication tools and on-line resources to communicate with others, gather information and express ideas.		***TECH.4.10***
Use font attributes, color, white space, and graphics to ensure products are appropriate the defined audience.		***TECH.4.6***
Use font attributes, color, white space, and graphics to ensure products are appropriate for the communication media including multimedia screen displays and printed materials (flyers, invitations, and letter).		***TECH.4.6***
Use appropriate tools, materials, equipment, and processes in a safe manner.		***TECH.4.4***
Technology in Society ***The learner will be able to:***		
Practice ethical and legal selection and use of technological resources.		***TECH.4.12***
Recognize the appropriate uses of information and information technology.		***TECH.4.11***
Use basic research techniques with teacher's guidance.		***TECH.4.13***
Use technology to solve problems and make decisions with teacher guidance.		***TECH.4.14***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Visual Arts	*GPS*	*D.A.T.E.*
Perception ***The learner will be able to:***		
Engages in the creative process to generate and visualize ideas. a. Creates a series of thumbnail sketches to alter visual images (e.g., magnifying, reducing, repeating, or combining them in unusual ways) to change how they are perceived and interpreted. b. Formulates visual ideas by using a variety of resources (e.g., books, magazines, Internet). **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	***VA4MC1***	***VA4MC1***
Formulates personal responses to visual imagery. a. Uses a sketchbook for planning and self-reflection. b. Responds to big ideas, universal themes, and symbolic images to produce images with richer, more personal meaning. c. Self-monitors by asking questions before, during, and after art production to reflect upon and guide the artistic process. **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative**	***VA4MC2***	***VA4MC2***

differences between organisms and environments.		
Selects and uses subject matter, symbols, and/or ideas to communicate meaning. a. Generates different viewpoints for making and interpreting a visual image. b. Develops visual images by combining or modifying open-ended themes/topics in unique and innovative ways. c. Observes how the visual relationship of objects and ideas (juxtaposition) affects contrast and/or proportion and how placement may affect meaning and/or significance. **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	*VA4MC3*	***VA4MC3***
CONTEXTUAL UNDERSTANDING		
Investigates and discovers the personal relationship of artist to the community, the culture, and world through making and studying art. a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms. b. Explores and articulates ideas and universal themes from diverse cultures of the past and present. **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	***VA4CU1***	***VA4CU1***
Views and discusses selected artworks. a. Identifies elements, principles, themes, and/ or time period in a work of art. b. Discusses how social events inspire art from a given time period. **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	***VA4CU2***	***VA4CU2***
PRODUCTION		

Creates artworks based on personal experience and selected themes. a. Interprets visually the big ideas (community, identity, nature, justice, and conflict) and broad themes (mother and child, love, war, loss, family) in open-ended ways that resonate with personal meaning. b. Makes design decisions as the result of conscious, thoughtful planning and choices. c. Communicates values, opinions, or personal insights through an original work of art. d. Generates artworks to express individual ideas, thoughts, and feelings from memory and/or imagination. e. Creates representational art works from direct observation (e.g., landscape, still life, portrait.) f. Produces artworks emphasizing one or more elements of art (e.g., space, line, shape, form, color, value, texture) g. Combines materials in new and inventive ways to make a finished work of art. **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	***VA4PR1***	***VA4PR1***
Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills. a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement. b. Creates ceramic objects using hand-building methods (e.g., pinch, coil, slab,) clay processing techniques (e.g., wedge, score and slip) and surface design (e.g., stamping, relief carving, glazing, burnishing) c. Creates sculpture/3-dimensional form using selected method/technique (e.g., papier-mâché, paper sculpture, assemblage, found object sculpture). **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	***VA4PR2*** ***VA4PR3***	***VA4PR2***

Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed-media) using tools and materials in a safe and appropriate manner to develop skills. a. Creates 3-D artwork that demonstrates a design concept: open or closed form, proportion, balance, color scheme, and movement. b. Creates ceramic objects using hand-building methods (e.g., pinch, coil, slab,) clay processing techniques (e.g., wedge, score and slip) and surface design (e.g., stamping, relief carving, glazing, burnishing) c. Creates sculpture/3-dimensional form using selected method/technique (e.g., papier-mâché, paper sculpture, assemblage, found object sculpture). **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	***VA4PR3***	***VA4PR3***
Plans and participates in appropriate exhibition(s) of artworks. a. Prepares artwork for exhibition by writing a title, statement, and signature on his or her finished work of art. b. Chooses artwork to be displayed. c. Attends art exhibits in the school and/or local community. **DATE students will apply these skills to artworks they create to demonstrate their learning in both social studies (geography in particular) and science to represent their understanding of comparative differences between organisms and environments.**	***VA4PR4***	***VA4PR4***
ASSESSMENT and REFLECTION		
Develops and maintains an individual portfolio of artworks. a. Distinguishes between complete and incomplete artworks. b. Identifies strengths, interests, and areas for improvement as a creator, interpreter, and viewer of art. **DATE students will include consideration of the artists' natural environment (geography) as well as technology of the culture when explaining how art reflects the relationship between artists and their culture.**	***VA4AR1***	***VA4AR1***

Uses a variety of approaches to understand and critique works of art. a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques). b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning. c. Distinguishes among representational art, abstract art, and non-objective art forms. d. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art. e. Demonstrates how shape/form can have radial balance or symmetrical balance. f. Writes about art for an audience and captures the feelings represented in words. **DATE students will include consideration of the artists' natural environment (geography) as well as technology of the culture when explaining how art reflects the relationship between artists and their culture.**	***VA4AR2***	***VA4AR2***
Explains how selected elements and principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork. a. Uses art terminology with emphasis on the elements of art: space, line, shape, form, color, value, texture. b. Uses art terminology with emphasis on the principles of design: balance, proportion, rhythm, emphasis, unity, and contrast. c. Recognizes spatial concepts that show depth in art works (e.g., overlapping, placement, size, color, detail) and uses them in a work of art. d. Explains how artists use a variety of lines and color values within an artwork to achieve three-dimensional effects (e.g., dimensional line, shading techniques). e. Discusses properties of color (e.g., hue, intensity, value), color schemes (e.g., neutral, complementary, analogous, monochromatic, triadic) and properties of color and how they are used in a work of art. f. Demonstrates how contrast can be used in a work of art to create emphasis. g. Explains the use of positive and negative space in composition. h. Describes how repeated colors, lines, shapes, forms, or textures can create	***VA4AR3***	***VA4AR3***

pattern and show movement in an artwork. i. Demonstrates how the relationship of size between objects affects scale and proportion in a work of art. j. Uses adjectives to describe texture. **DATE students will include consideration of the artists' natural environment (geography) as well as technology of the culture when explaining how art reflects the relationship between artists and their culture.**		
Applies information from other disciplines to enhance the understanding and production of artworks. a. Makes interdisciplinary connections applying art skills, knowledge to improve understanding in other disciplines. b. Researches, describes, and discusses various art-related careers (e.g., art historian, art critic, curator, web designer, game designer, fine artist). c. Describes and discusses design in daily life (e.g., clothing, houses, cars, furniture). **DATE students will include consideration of the artists' natural environment (geography) as well as technology of the culture when explaining how art reflects the relationship between artists and their culture.**	***VA4C1***	***VA4C1***
Develops life skills through the study and production of art. a. Manages goals and time. b. Adapts to change. c. Works in teams. d. Guides and lead others. e. Directs own learning. f. Demonstrates persistence. **DATE students will include consideration of the artists' natural environment (geography) as well as technology of the culture when explaining how art reflects the relationship between artists and their culture.**	***VA4C2***	***VA4C2***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 4

Music	*GPS*	*D.A.T.E.*
SKILLS and TECHNIQUES ***The learner will be able to:***		
Singing, alone and with others, a varied repertoire of music a. Sing to recognize fundamentals of tone production. b. Sing to match pitch through call and response (stepwise and major intervals). **DATE students will do this both indoors and outdoors and note and discuss differences they perceive in these experiences.**	**MESBB.1**	***MESBB.1***
Performing on instruments, alone and with others, through a varied repertoire of music a. Recognize characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, and appropriate percussion technique. b. Demonstrate proper warm-up techniques through the use of long tones, lip slurs, chorales, and technical exercises. c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, and intonation. d. Demonstrate all performance skills through "at-sight" performance of music literature at the appropriate level. **DATE students will do this both indoors and outdoors and note and discuss differences they perceive in these experiences.**	**MESBB.2**	**MESBB.2**
Reading and notating music a. Identify and define standard notation symbols for pitch, rhythm, dynamics,	**MESBB.3**	**MESBB.3**

tempo, articulation, and expression. b. Define and describe the musical terms incorporated in the literature as well as identify key signatures. c. Demonstrate a steady beat as well as rhythms and meters through a systematic counting procedure. **DATE students will do this both indoors and outdoors and note and discuss differences they perceive in these experiences.**		
CREATION		
Improvising melodies, variations, and accompaniments a. Improvise rhythmic patterns by clapping, singing, or playing an instrument. b. Improvise a melody or variation of a melody using a five-note diatonic, pentatonic, or blues scale. c. Demonstrate a rhythmic ostinato to be performed with a melody. **DATE students will also consider performance place options when creating these works, including specific locations in the outdoor environment of the school grounds.**	***MESBB.4***	***MESBB.4***
Composing and arranging music within specified guidelines a. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. **DATE students will create new texts on technology and environmental themes related to their work in science and social studies, thereby integrating music, language arts, science and/or social studies.**	***MESBB.5***	***MESBB.5***
Critical Analysis/Investigate		

Listening to, analyzing, and describing music a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords. b. Compare and contrast musical works based on genre and culture. **DATE students will also consider performance place options when creating these works, including specific locations in the outdoor environment of the school grounds.**	***MESBB.6***	***MESBB.6***
Evaluating music and music performances a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations. b. List strengths and weaknesses in performance, and suggest areas of improvement. c. Identify the interpretations of the band during a performance, and analyze their effectiveness in relation to the intent of the composer. ***DATE students will consider the instruments that are actually used in these music selections with attention to how they are connected to the local environments where the music originated. Students will have opportunities to create their own music using instruments they have created using materials in their local environment.***	***MESBB.7***	***MESBB.7***
Cultural and Historical Context		
Understanding relationships between music, the other arts, and disciplines outside the arts a. Describe how music relates to fine arts and other disciplines. b. Examine the chronological development of various music styles and contextual elements, composers, and influences from each time period. c. Identify major time periods and describe music's influence on that time period. d. Identify the influence of music on society and society's influence on music within a given time period. **DATE students will expand their knowledge of selected famous composers to include consideration of the influence of the composers' environment (natural and built) on the composers' life and work.**	***MESBB.8***	***MESBB.8***

Understanding music in relation to history and culture a. Describe the characteristics of music from different cultures. b. Analyze American and other genres of music in relation to its historical and cultural context. c. Identify genres, styles, and composers within specific time periods. **DATE students will expand their knowledge of selected famous composers to include consideration of the influence of the composers' environment (natural and built) on the composers' life and work.**	***MESBB.9***	***MESBB.9***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 5

Science	*GPS*	*DATE*
Earth/Space Science The learner will be able to:		
Students will identify surface features of the Earth caused by constructive and destructive processes. a. Identify surface features caused by constructive processes. • Deposition (Deltas, sand dunes, etc.) • Earthquakes • Volcanoes • Faults b. Identify and find examples of surface features caused by destructive processes. • Erosion (water—rivers and oceans, wind) • Weathering • Impact of organisms • Earthquake • Volcano c. Relate the role of technology and human intervention in the control of constructive and destructive processes. Examples include, but are not limited to • Seismological studies, • Flood control, (dams, levees, storm drain management, etc.) • Beach reclamation (Georgia coastal islands) **DATE students will learn about these erosion forces using the school grounds as a learning laboratory. They will also have a field trip to Arabia Mountain to look for and observe evidence of erosion there. Fifth graders will consider how various technologies can work like the natural forces of erosion.**	**S5E1**	***S5E1***

Habits of the Mind		
Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Keep records of investigations and observations and do not alter the records later. b. Carefully distinguish observations from ideas and speculation about those observations. c. Offer reasons for findings and consider reasons suggested by others. d. Take responsibility for understanding the importance of being safety conscious. **DATE students will apply and practice these skills throughout the year in their science activities in the classroom, on the school grounds, and on field trips. They will consider why safety procedures are important, particularly when handling living organisms or fragile or sharp non-living samples.**	**S5CS1**	***S5CS1***
Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator. b. Use fractions and decimals, and translate between decimals and commonly encountered fractions – halves, thirds, fourths, fifths, tenths, and hundredths (but not sixths, sevenths, and so on) – in scientific calculations. c. Judge whether measurements and computations of quantities, such as length, area, volume, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.	**S5CS2**	***S5CS2***
Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. a. Choose appropriate common materials for making simple mechanical constructions and repairing things. b. Measure and mix dry and liquid materials in prescribed amounts, exercising reasonable safety. c. Use computers, cameras and recording devices for capturing information.	**S5CS3**	***S5CS3***

d. Identify and practice accepted safety procedures in manipulating science materials and equipment. **DATE students will be involved in hands-on/minds-on science activities throughout the year in the classroom, on school grounds, and on field trips. They will approach their work across the curriculum, not just in science, through student-centered inquiry.**		
Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. a. Observe and describe how parts influence one another in things with many parts. b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world. Identify ways in which the representations do not match their original counterparts. c. Identify patterns of change in things—such as steady, repetitive, or irregular change—using records, tables, or graphs of measurements where appropriate. d. Identify the biggest and the smallest possible values of something. **DATE students will learn about these technologies through a variety of means including books, CD-ROM, DVD, and the Internet with adult supervision.**	**S5CS4**	***S5CS4***
Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas. c. Use numerical data in describing and comparing objects and events. d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases. **DATE students will learn about these technologies through a variety of means including books, CD-ROM, DVD, and the Internet with adult supervision.**	**S5CS5**	***S5CS5***
Students will question scientific claims and arguments effectively.		

a. Support statements with facts found in books, articles, and databases, and identify the sources used. b. Identify when comparisons might not be fair because some conditions are different. **DATE students will learn about these technologies through a variety of means including books, CD-ROM, DVD, and the Internet with adult supervision.**	**S5CS6**	***S5CS6***
The Nature of Science		
Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties. b. Some scientific knowledge is very old and yet is still applicable today. **DATE students will be able to observe small examples of erosion and deposition on the school grounds and in the local community. They will compare these examples to those they learn about from resources, including books and the Internet with adult supervision.**	**S5CS7**	***S5CS7***
Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.	**S5CS8**	***S5CS8***

DATE students will apply and practice these skills in a variety of activities, including in their interdisciplinary Sands of Iwo Jima Project (See project examples following grade-level standards tables.) in which they will integrate there learning about geology of the volcanic island with their learning about the critical WWII battle that occurred there and how environmental conditions influenced warfare on Iwo Jima.		
PHYSICAL SCIENCE		
Students will verify that an object is the sum of its parts. a. Demonstrate that the mass of an object is equal to the sum of its parts by manipulating and measuring different objects made of various parts. b. Investigate how common items have parts that are too small to be seen without magnification. **DATE students will apply and practice these skills in a variety of ways, including in their interdisciplinary Sands of Iwo Jima Project (See project examples following grade-level standards tables.) in which they will integrate there learning about geology of the volcanic island with their learning about the critical WWII battle that occurred there and how environmental conditions influenced warfare on Iwo Jima. They will note that local Arabia Mountain is plutonic igneous rock and how it is eroding when they go there on a field trip.**	**S5P1**	***S5P1***
Students will explain the difference between a physical change and a chemical change. a. Investigate physical changes by separating mixtures and manipulating (cutting, tearing, folding) paper to demonstrate examples of physical change. b. Recognize that the changes in state of water (water vapor/steam, liquid, ice) are due to temperature differences and are examples of physical change. c. Investigate the properties of a substance before, during, and after a chemical reaction to find evidence of change. **DATE students will apply and practice these skills in a variety of**	**S5P2**	***S5P2***

ways, including in their interdisciplinary Sands of Iwo Jima Project (See project examples following grade-level standards tables.) in which they will integrate there learning about geology of the volcanic island with their learning about the critical WWII battle that occurred there and how environmental conditions influenced warfare on Iwo Jima. They will note that local Arabia Mountain is plutonic igneous rock and how it is eroding when they go there on a field trip.		
Students will investigate the electricity, magnetism, and their relationship. a. Investigate static electricity. b. Determine the necessary components for completing an electric circuit. c. Investigate common materials to determine if they are insulators or conductors of electricity. d. Compare a bar magnet to an electromagnet. **DATE students will learn about these technologies through a variety of means including books, CD-ROM, DVD, and the Internet with adult supervision.**	**S5P3**	***S5P3***
Life Science		
Students will classify organisms into groups and relate how they determined the groups with how and why scientists use classification. a. Demonstrate how animals are sorted into groups (vertebrate and invertebrate) and how vertebrates are sorted into groups (fish, amphibian, reptile, bird, and mammal). b. Demonstrate how plants are sorted into groups. **DATE students will make these comparisons by observing organisms on the school grounds and in the local community as well by using a variety of classroom resources, including books and magazines, CD-ROM and DVD, and the Internet with adult supervision. Each student will select one organism as the focus of study and will report on it including discussion of protective adaptations.**	**S5L1**	***S5L1***

Students will recognize that offspring can resemble parents in inherited traits and learned behaviors. a. Compare and contrast the characteristics of learned behaviors and of inherited traits. b. Discuss what a gene is and the role genes play in the transfer of traits. Teacher note: Be sensitive to this topic since biological parents may be unavailable. **DATE students will make such comparisons using classroom materials, including preserved insect collections (DATE students will not themselves collect and preserve insects.), photos in books in magazines, and computer images.**	**S5L2**	***S5L2***
Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled). a. Use magnifiers such as microscopes or hand lenses to observe cells and their structure. b. Identify parts of a plant cell (membrane, wall, cytoplasm, nucleus, chloroplasts) and of an animal cell (membrane, cytoplasm, and nucleus) and determine the function of the parts. c. Explain how cells in multi-celled organisms are similar and different in structure and function to single-celled organisms. **DATE students will learn the five major kingdoms and their basic characteristics and will each create their own chart of kingdoms characteristics based on their observation of organisms in each kingdom on the school grounds. Students will use hand lenses and microscopes to observe some of these organisms.**	**S5L3**	***S5L3***
Students will relate how microorganisms benefit or harm larger organisms. a. Identify beneficial microorganisms and explain why they are beneficial. b. Identify harmful microorganisms and explain why they are harmful. **DATE students' learning about this topic will be augmented by a visit from a dog, horse, or cattle breeder who will discuss cross-breeding with the class in developmentally-appropriate ways. If possible students will have a field trip to the breeder's farm.**	**S5L4**	***S5L4***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 5

SOCIAL STUDIES	*GPS*	*DATE*
Historical Understandings The learner will be able to:		
The student will explain the causes, major events, and consequences of the Civil War. a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry, and explain how each of these events was related to the Civil War. b. Discuss how the issues of states' rights and slavery increased tensions between the North and South. c. Identify major battles and campaigns: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, and Thomas "Stonewall" Jackson. e. Describe the effects of war on the North and South. **DATE students will experience this as a theme throughout the year in their study of post-Civil War U.S. History. From consideration of the impact of the railroad on the environment to agricultural practices in the Dust Bowl to disposal of nuclear waste, fifth graders will consider such problems in developmentally-appropriate ways.**	***SS5H1***	***S5H1***
The student will analyze the effects of Reconstruction on American life. a. Describe the purpose of the 13th, 14th, and 15th Amendments. b. Explain the work of the Freedmen's Bureau. c. Explain how slavery was replaced by sharecropping and how African-Americans were prevented from exercising their newly won rights; include a discussion of Jim Crow laws and customs.	**SS5H2**	***SS5H2***

DATE students will experience this as a theme throughout the year in their study of post-Civil War U.S. History. From consideration of the impact of the railroad on the environment to agricultural practices in the Dust Bowl to disposal of nuclear waste, fifth graders will consider such problems in developmentally-appropriate ways. DATE students will include consideration of technology and the environment in their study of the Civil War and Reconstruction.		
The student will describe how life changed in America at the turn of the century. a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail. b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity). c. Explain how William McKinley and Theodore Roosevelt expanded America's role in the world; include the Spanish-American War and the building of the Panama Canal. d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled. e. Describe the impact of westward expansion on Native Americans; include the Battle of the Little Bighorn and the relocation of Native Americans to reservations. **DATE students will consider the influence environmental conditions and technology have on the migration of people, particularly people immigrating to the United States in the DATE 19th and early 20th century.**	**SS5H3**	***SS5H3***
The student will describe U.S. involvement in World War I and post-World War I America. a. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919. b. Describe the cultural developments and individual contributions in the 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and the airplane (Charles Lindbergh). **DATE students will learn about the relationships between**	**SS5H4**	**SS5H4**

environmental conditions and migration and about the development of technology which was a part of the dynamic of immigrants and industry. DATE students will learn about a local environmental issue which has involved citizens effecting change in these ways in their community.		
The student will explain how the Great Depression and New Deal affected the lives of millions of Americans. a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority. c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens. **DATE students will study this era with consideration of the environmental and technological factors of the Great Depression. The Dust Bowl will be a particular focus.**	***SS5H5***	***SS5H5***
The student will explain the reasons for America's involvement in World War II. a. Describe Germany's aggression in Europe and Japan's aggression in Asia. b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki. d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler. e. Describe the effects of rationing and the changing role of women and African-Americans; include "Rosie the Riveter" and the Tuskegee Airmen. f. Explain the U.S. role in the formation of the United Nations. **DATE students will be aware of change land-use patterns in the United States after WWII and understand the increasing pace of technological development.**	***SS5H6***	***SS5H6***
The student will discuss the origins and consequences of the Cold War.	***SS5H7***	***SS5H7***

a. Explain the origin and meaning of the term "Iron Curtain." b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. c. Identify Joseph McCarthy and Nikita Khrushchev. **DATE students will include explanation of the roles of technology and natural resources as factors in world affairs during this time.**		
The student will describe the importance of key people, events, and developments between 1950-1975. a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. b. Explain the key events and people of the Civil Rights movement; *include Brown v. Board of Education* (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr. c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr. d. Discuss the significance of the technologies of television and space exploration. **DATE students will do this throughout the year as they learn about United States history after 1860.**	***SS5H8***	***SS5H8***
The student will trace important developments in America since 1975. a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001. b. Explain the impact the development of the personal computer and the Internet has had on American life. **DATE students will do this for many events and trends, including events and issues related to technology and the environment during the past 150 years in the United States.**	***SS5H9***	***SS5H9***
GEOGRAPHIC UNDERSTANDING		
The student will locate important places in the United States.		

a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and Mojave Desert. b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL. **DATE students will consider the influence of the environment on human activity in each region, including how that impact influences the development of technology.**	***SS5G1***	***SS5G1***
The student will explain the reasons for the spatial patterns of economic activities. a. Explain how factors such as population, transportation, and resources influenced industrial location in the United States between the end of the Civil War and 1900. b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas. **DATE students will integrate the use of physical maps with their learning about the impact of the physical environment on movement and settlement patterns of people.**	***SS5G2***	***SS5G2***
GOVERNMENT/CIVIC UNDERSTANDING		
The student will explain how a citizen's rights are protected under the U.S. Constitution. a. Explain the responsibilities of a citizen. b. Explain the freedoms granted and rights protected by the Bill of Rights. c. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process. **DATE students will use these resources as a part of research projects including their interdisciplinary Sands of Iwo Jima Project. (See project examples following grade-level standards tables.)**	***SS5CG1***	***SS5CG1***
The student will explain the process by which amendments to the U.S. Constitution are made. a. Explain the amendment process outlined in the Constitution.	***SS5GC2***	**SS5CG2**

b. Describe the purpose for the amendment process. **DATE students will do this throughout the year across the curriculum in learning about U.S. History as well as learning about plate tonics.**		
The student will explain how amendments to the U. S. Constitution have maintained a representative democracy. a. Explain the purpose of the 12th and 17th amendments. b. Explain how voting rights were protected by the 15th, 19th, 23rd, 24th , and 26th amendments. **DATE students will apply and practice these skills throughout the year including when studying and discussing topics related to technology and the environment.**	***SS5CG3***	***SS5CG3***
ECONOMIC UNDERSTANDING		
The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. a. Describe opportunity costs and their relationship to decision-making across time (such as decisions to ration goods during WWII). b. Explain how price incentives affect people's behavior and choices (such as decisions to participate in cattle trails because of increased beef prices). c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century). d. Explain how voluntary exchange helps both buyers and sellers (such as how specialization leads to the need to exchange to get wants and needs). e. Describe how trade promotes economic activity (such as how the Panama Canal increases trade between countries). f. Give examples of technological advancements and their impact on business productivity during the continuing development of the United States (such as the development of the personal computer and the internet). **DATE students will practice this skill when studying topics related to technology and the environment. For example, Fifth graders will**	***SS5E1***	***SS5E1***

compare economic and demographic data for U.S. regions at different times, collecting evidence from a variety of sources, including the Internet, while considering the appropriateness and reliability of the sources. **DATE students will practice this skill when studying topics related to technology and the environment. Fifth graders will generate spontaneous questions resulting from their own experience and study and will formulate questions in response to teacher prompts.**		
The student will describe the functions of four major sectors in the U. S. economy. a. Describe the household function in providing resources and consuming goods and services. b. Describe the private business function in producing goods and services. c. Describe the bank function in providing checking accounts, savings accounts, and loans. d. Describe the government function in taxation and providing certain goods and services. **DATE students will apply and practice this skill in their work across the curriculum throughout the year.**	***SS5E2***	***SS5E2***
The student will describe how consumers and businesses interact in the U. S. economy. a. Describe how competition, markets, and prices influence people's behavior. b. Describe how people earn income by selling their labor to businesses. c. Describe how entrepreneurs take risks to develop new goods and services to start a business.	***SS5E3***	***SS5E3***
The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important. **DATE students will practice this skill when studying topics related to technology and the environment.**	***SS5E4***	***SS5E4***

Dekalb Academy of Technology and The Environment
Curriculum

Grade 5

MATHEMATICS	DATE	
Operations and Algebraic Thinking *The learner will be able to write and interpret numerical expressions and analyze patterns and relationships.*		
MGSE5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.		
MGSE5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	DATE teachers will create environmental friendly situations using these math skills.	
MGSE5.OA.3 Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.		
Numbers and Operations in Base Ten *The learner will be able to understand the place value system and perform operations with multi-digit whole numbers and with decimals to hundredths.*		
MGSE5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.		
MGSE5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	DATE	

MGSE5.NBT.3 Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000). b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	teachers will create environmental friendly situations using these math skills.	
MGSE5.NBT.4 Use place value understanding to round decimals up to the hundredths place.		
MGSE5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.		
MGSE5.NBT.6 Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations or concrete models. (e.g., rectangular arrays, area models)		
MGSE5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.		
Number and Operations-Fractions *The learner will be able to use equivalent fractions as a strategy to add and subtract fractions and apply and extend previous understandings of multiplication and division to multiply and divide fractions.*		
MGSE5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.		
MGSE5.NF.2 Solve word problems involving addition and subtraction of fractions, including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + ½ = 3/7, by observing that 3/7 < ½.	DATE teachers will	

MGSE5.NF.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. Example: 3 5 can be interpreted as "3 divided by 5 and as 3 shared by 5"	create environmental friendly situations using these math skills.	
MGSE5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. Examples: ☐ ☐ × ☐ as ☐ ☐ × ☐ 1 and ☐ ☐ × ☐ ☐ = ☐☐ ☐☐ b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.		
MGSE5.NF.5 Interpret multiplication as scaling (resizing), by: a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. Example: 4 x 10 is twice as large as 2 x 10. b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.		
MGSE5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.		
MGSE5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. 23 a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3. b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.		

c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?		
Measurement and Data *The learner will be able to convert like measurement units within a given measurement system, represent and interpret data, understand concepts of volume and relate volume to multiplication and to addition.*		
MGSE5.MD.1 Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.	DATE teachers will conduct a measurement experiment using recyclable items.	
MGSE5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.		
MGSE5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units		
MGSE5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.		
MGSE5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-		

overlapping parts, applying this technique to solve real world problems.		
Geometry *The learner will be able graph points on the coordinate plane to solve real-world and mathematical problems and classify two-dimensional figures into categories based on their properties.*		
MGSE5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	DATE students will recognize geometric figures they encounter in their classroom, the larger school building and on the school grounds.	
MGSE5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.		
MGSE5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.		
MGSE5.G.4 Classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals).		

Dekalb Academy of Technology and The Environment
Curriculum
Grade 5

English/Language arts	*DATE*
Reading Literary	
Key Ideas and Details **ELAGSE5RL1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **ELAGSE5RL2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **ELAGSE5RL3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE5RL4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **ELAGSE5RL5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **ELAGSE5RL6** Describe how a narrator's or speaker's point of view influences how events are described.	
Integration of Knowledge and Ideas **ELAGSE5RL7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **ELAGSE5RL8** (Not applicable to literature).	

ELAGSE5RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
Range of Reading and Level of Text Complexity **ELAGSE5RL10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	
Reading Informational	
Key Ideas and Details **ELAGSE5RI1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **ELAGSE5RI2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **ELAGSE5RI3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE5RI4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **ELAGSE5RI5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **ELAGSE5RI6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
Integration of Knowledge and Ideas **ELAGSE5RI7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **ELAGSE5RI8** Explain how an author uses reasons and evidence to support particular points in a	

text, identifying which reasons and evidence supports which point(s). **ELAGSE5RI9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
Range of Reading and Level of Text Complexity **ELAGSE5RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
Reading Foundational	
Print Concepts Kindergarten and 1st grade only.	
Phonological Awareness Kindergarten and 1st grade only.	
Phonics and Word Recognition **ELAGSE5RF3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	DATE students will demonstrate phonics through the use of words related to technology and the environment as well as other topics.
Fluency **ELAGSE5RF4** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	DATE students will demonstrate fluency through environmental and technology focused texts.
Writing	
Text Types and Purpose **ELAGSE5W1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details.	DATE students will write pieces

c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. **ELAGSE5W2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the toe. Provide a concluding statement or section related to the information or explanation presented. **ELAGSE5W3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events pic.	that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces.
Production and Distribution of Writing **ELAGSE5W4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in Standards 1–3 above.) **ELAGSE5W5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should	

demonstrate command of Language Standards 1–3 up to and including grade 5.) **ELAGSE5W6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting	
Research to Build and Present Knowledge **ELAGSE5W7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **ELAGSE5W8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **ELAGSE5W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces.
Range of Writing **ELAGSE5W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	
Comprehension and Collaboration **ELAGSE5SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on	

others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **ELAGSE5SL2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **ELAGSE5SL3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
Presentation of Knowledge and Ideas **ELAGSE5SL4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **ELAGSE5SL5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **ELAGSE5SL6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)	
Language	
Conventions of Standard English **ELAGSE5L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.	DATE students will use parts of speech and write sentences with a technology and environment

c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions (e.g., either/or, neither/nor). **ELAGSE5L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	focus and that are related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.
Knowledge of Language **ELAGSE5L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
Vocabulary Acquisition and Use **ELAGSE5L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **ELAGSE5L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	DATE students will be immersed in technology and environmental focused vocabulary as well as other words.

a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **ELAGSE5L6** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	

Dekalb Academy of Technology and The Environment
Curriculum
Grade 6

Science	*GPS*	*DATE*
Co-Requisite – Characteristics of Science *Habits of Mind*		
Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **DATE students will do this in their exploration of technology and the environment across the curriculum, from asking questions about the theory of plate tectonics to creating their own clay models of the major types of plated Aries.**	***S6CS1.***	***S6CS1***
Students will use standard safety practices for all classroom laboratory and field investigations. **DATE students will be instructed in and will use standard safety practices in all their science work and will discuss the need for safety and how it is related to technology and the environment.**	***S6CS2***	***S6CS2***
Students will use computation and estimation skills necessary for analyzing data and following scientific explanations. **DATE students will apply these skills in a variety of earth science activities throughout the year, and will discuss data and scientific explanations in the context of technology and the environment when appropriate.**	***S6CS3.***	***S6CS3***
Students will use tools and instruments for observing, measuring,		

and manipulating equipment and materials in scientific activities. **DATE students will apply these skills in a variety of earth science activities throughout the year, and will discuss the use of scientific tools in the context of technology and the environment.**	***S6CS4***	**S6CS4**
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **DATE students will experience these concepts as recurring themes throughout the year, supporting their consideration of topics related to technology and the environment.**	***S6CS5***	***S6CS5***
Students will communicate scientific ideas and activities clearly. **DATE students will use speaking, writing, and creating visual representations (diagrams, clay models, drawings, etc.) to communicate their understanding of science material related to technology and the environment and other topics in the curriculum.**	***S6CS6***	***S6CS6***
Students will question scientific claims and arguments effectively. **DATE students will do this using critical-thinking, writing, and speaking. They will question claims and arguments of scientists as well as claims and arguments of their classmates on a variety of science topics including those related to technology and the environment.**	***S6CS7***	***S6CS7***
The Nature of Science ***Students will investigate the characteristics of scientific knowledge and how it is achieved.*** **DATE students will include consideration of technology and the environment in this investigation.**	***S6CS8***	***S6CS8***
Students will investigate the features of the process of scientific inquiry. **DATE students will do this by practicing the process of scientific inquiry through a variety of investigations during the year. Some of**	***S6CS9***	***S6CS9***

these investigations will involve topics related to technology and the environment.		
Students will enhance reading in all curriculum areas. **DATE students will read earth science material in books and magazines and on CD-ROM and the Internet.**	***S6CS9***	***S6CS9***
Co-Requisite-Content ***Students will explore current scientific views of the universe and how those views evolved.*** **DATE students will explore these views with attention to the technology which has enabled scientists to formulate these views, for example, telescopes.**	***S6E1***	***S6E1***
Students will understand the effects of the relative positions of the earth, moon and sun. **DATE students will learn these effects and consider how they influence the environmental conditions on the planet and how they have influenced the development of some technologies.**	***S6E2***	***S6E2***
Students will recognize the significant role of water in earth processes. **DATE students will study the hydrological cycle and integrate their understanding of it with the role water plays in the rock cycle. Sixth graders will explore the school grounds and local community to see evidence of these processes.**	***S6E3***	***S6E3***
Students will understand how the distribution of land and oceans affects climate and weather. **DATE students will learn how the surface of the Earth affects climate and weather and will consider how these environmental factors have influenced the development and siting of some technologies such as**	***S6E4***	***S6E4***

wind machines and hydroelectric and tidal power generating stations.		
Students will investigate the scientific view of how the earth's surface is formed. **DATE students will be involved in a variety of activities which will provide opportunities for them to observe and inquire as to how the Earth's surface was formed. They will use observations of their local environment to inform their questions and will integrate learning about the scientific view from a variety of sources with their own personal experience.**	***S6E5***	***S6E5***
Students will describe various sources of energy and with their uses and conservation. **DATE students will learn about a variety of energy sources, including those used by the school and others in the local community. Emphasis will be on the technologies involved and how the environment is used and impacted as a result of these technologies.**	***S6E6***	***S6E6***

Dekalb Academy of Technology and The Environment
Curriculum
Grade 6

Social Studies	*GPS*	*DATE*
Geography and World Cultures *The* learner will be able to:		
Geography and World Cultures		
The student will locate selected features of Latin America and the Caribbean. a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert. b. Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.	***SS6G1***	***SS6G1***
The student will locate selected features of Canada. a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.	**SS6G5**	**SS6G5**
The student will locate selected features of Europe. a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.	**SS6G8** **SS6G12**	**SS6G8** **SS6G12**
The student will be able to locate selected features of Australia. a. Locate on a world and regional political-physical map: the Great Barrier Reef,		

Coral Sea, Ayers Rock, and Great Victoria Desert. **DATE students will use a variety of types of maps, including maps on computers, to understand the physical features and characteristics of these regions. Sixth graders will learn about some of the technologies which enable cartographers represent the Earth and regions of it in different ways.**		
The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean. a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade. b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade. **The student will explain the impact of location, climate, natural resources, and population distribution on Europe.** a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade. **DATE students will learn about these relationships as they study the history and contemporary issues of these regions. Consideration of technology and the environment will be an important facet of students' study and discussion of these topics.**	***SS6G3*** ***SS6G10***	***SS6G3*** ***SS6G10***
The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. **a.** Describe the results of blending of ethnic groups in Latin America and the Caribbean. b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. c. Evaluate how the literacy rate affects the standard of living. **The student will describe the cultural characteristics of Europe.**	***SS6G4*** ***SS6G11***	***SS6G4*** ***SS6G11***

a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian. b. Describe the major religions in Europe; include Judaism, Christianity, and Islam. c. Explain how the literacy rate affects the standard of living in Europe. **DATE students will consider how the environment and technology are reflected in the artistic expressions of these cultures.**		
The student will discuss environmental issues in Latin America. a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela. **The student will discuss environmental issues in Europe.** a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine. **DATE students will include discussion of technology and the environment as a part of their study of these societal dynamics.**	***SS6G2*** ***SS6G9***	***SS6G2*** ***SS6G9***
The student will describe the cultural characteristics of people who live in Latin America and the Caribbean. **a.** Describe the results of blending of ethnic groups in Latin America and the Caribbean. b. Explain why Latin America is a region based on the languages of Portuguese and Spanish. c. Evaluate how the literacy rate affects the standard of living. **The student will describe the cultural characteristics of Europe.** a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian. b. Describe the major religions in Europe; include Judaism, Christianity, and Islam. c. Explain how the literacy rate affects the standard of living in Europe. **DATE students will include focus on the influence of environment**	***SSS6G4*** ***SS6G11***	***SSS6G4*** ***SS6G11***

and technology on the social and cultural developments in these regions.		
The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean. a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade. b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade. **The student will explain the impact of location, climate, natural resources, and population distribution on Europe.** a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade. b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade. **DATE students will study the environmental context historical developments in these regions and will make connections between environment, technology, and historical developments.**	***SS6G3*** ***SS6G10***	***SS6G3*** ***SS6G10***

Dekalb Academy of Technology and The Environment
Curriculum
Grade 6

MATHEMATICS	***DATE***
Ratios and Proportional Relationships *The learner will be able to understand ration concepts and use ration reasoning to solve problems.*	
MGSE6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	DATE teachers will create environmental friendly situations using these math skills.
MGSE6.RP.2 Understand the concept of a unit rate a / b associated with a ratio a: b with b ≠ 0 (b not equal to zero), and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."	
MGSE6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations. **MGSE6.RP.3a** Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. **MGSE6.RP.3b** Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? **MGSE6.RP.3c** Find a percent of a quantity as a rate per 100 (e.g. 30% of a quantity means 30/100 times the quantity); given a percent, solve problems involving finding the	

whole given a part and the part given the whole. **MGSE6.RP.3d** Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?	
The Number System ***The learner will be able to apply and extend previous understandings of multiplication and division to divide fractions by fractions, compute fluently with multi digit numbers and find common factors and multiples, and apply and extend previous understandings of numbers to the system of rational numbers.***	
MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem. For example: • Create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; • Use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (☐/☐) ÷ (☐/☐) = ☐☐/☐☐.) • How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? • How many 3/4-cup servings are in 2/3 of a cup of yogurt? • How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?	DATE teachers will create environmental friendly situations using these math skills.
MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	
MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	
MGSE6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100. a. Find the greatest common factor of 2 whole numbers and use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factors. (GCF) Example: 36 + 8 = 4(9 + 2) b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.	
MGSE6.NS.5	

Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	
MGSE6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates **MGSE6.NS.6a** Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. **MGSE6.NS.6b** Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. **MGSE6.NS.6c** Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	DATE teachers will create environmental friendly situations using these math skills.
MGSE6.NS.7 Understand ordering and absolute value of rational numbers. **MGSE6.NS.7a** Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret – 3 >– 7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right **MGSE6.NS.7b** Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3°C > –7°C to express the fact that –3°C is warmer than –7°C. **MGSE6.NS.7c** Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30	

dollars, write |–30| = 30 to describe the size of the debt in dollars. **MGSE6.NS.7d** Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars	
MGSE6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	
Expressions and Equations *The learner will be able to apply and extend previous understandings of arithmetic to algebraic expressions, reasons about and solve one-variable equations and inequalities, represent and analyze quantitative.*	
MGSE6.EE.1 Write and evaluate numerical expressions involving whole number exponents.	DATE teachers will create environmental friendly situations using these math skills.
MGSE6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. **MGSE6.EE.2a** Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5–y. **MGSE6.EE.2b** Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2(8+7) as a product of two factors; view (8+7) as both a single entity and a sum of two terms. **MGSE6.EE.2c** Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real world problems. Perform arithmetic operations, including those involving whole number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	
MGSE6.EE.3 Apply the properties of operations to generate equivalent expressions.	
MGSE6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions	

name the same number regardless of which value is substituted into them).	
MGSE6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	
MGSE6.EE.6 Use variables to represent numbers and write expressions when solving a real world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	
MGSE6.EE.7 Solve real world and mathematical problems by writing and solving equations of the form x+p=q and px=q for cases in which p, q and x are all nonnegative rational numbers.	
MGSE6.EE.8 Write an inequality of the form x>c or x<c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x>c or x<c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	
MGSE6.EE.9 Use variables to represent two quantities in a real world problem that change in relationship to one another. a.Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. b.Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	
Geometry *The learner will be able to solve real-world and mathematical problems involving area, surface area, and volume.*	
MGSE6.G.1 Find area of right triangles, other triangles, quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real world and mathematical problems.	DATE students will recognize geometric shapes they encounter in their classroom, the larger school building, and on the school grounds.

MGSE6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths (1/2 u), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = (length) x (width) x (height) and V= (area of base) x (height) to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real world and mathematical problems.	DATE students will practice this skill using the aquaponics tank as a hands on tool for volume.
MGSE6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real world and mathematical problems.	DATE students will recognize geometric shapes they encounter in their classroom, the larger school building, and on the school grounds.
MGSE6.G.4 Represent three dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	
Statistics and Probability *The learner will be able to develop understanding statistical variability and summarize and describe distributions.*	
MGSE6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	DATE students will create statistical questions and data based on environmental themes used throughout the school year.
MGSE6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
MGSE6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	
MGSE6.SP.4 Display numerical data in plots on a number line, including dot plots (line plots), histograms, and box plots.	

MGSE6.SP.5 Summarize numerical data sets in relation to their context, such as by: a.Reporting the number of observations. b.Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c.Giving quantitative measures of center (median and/or mean) and variability (interquartile range). d.Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered	

Dekalb Academy of Technology and The Environment
Curriculum
Grade 6

English/Language Arts	*DATE*
Reading Literary	
Key Ideas and Details **ELAGSE6RL1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE6RL2** Determine a theme and/or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **ELAGSE6RL3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE6RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **ELAGSE6RL5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. **ELAGSE6RL6** Explain how an author develops the point of view of the narrator or speaker in a text.	
Integration of Knowledge and Ideas **ELAGSE6RL7** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including	

contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **ELAGSE6RL8** (Not applicable to literature). **ELAGSE6RL9** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	
Range of Reading and Level of Text Complexity **ELAGSE6RL10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational	
Key Ideas and Details **ELAGSE6RI1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE6RI2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **ELAGSE6RI3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE6RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **ELAGSE6RI5** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **ELAGSE6RI6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	

Integration of Knowledge and Ideas **ELAGSE6RI7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **ELAGSE6RI8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **ELAGSE6RI9** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	
Range of Reading and Level of Text Complexity **ELAGSE6RI10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Writing	
Text Types and Purpose **ELAGSE6W1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. **ELAGSE6W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.

c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. **ELAGSE6W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing **ELAGSE6W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) **ELAGSE6W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 6.) **ELAGSE6W6** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Research to Build and Present Knowledge **ELAGSE6W7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **ELAGSE6W8**	

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **ELAGSE6W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading Standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply grade 6 Reading Standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	
Range of Writing **ELAGSE6W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	
Comprehension and Collaboration **ELAGSE6SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **ELAGSE6SL2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.

ELAGSE6SL3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	
Presentation of Knowledge and Ideas **ELAGSE6SL4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **ELAGSE6SL5** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. **ELAGSE6SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language Standards 1 and 3 for specific expectations.)	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.
Language	
Conventions of Standard English **ELAGSE6L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. **ELAGSE6L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly	DATE students will write parts of speech and sentences with a technology and environment focus and that are related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.
Knowledge of Language **ELAGSE6L3** Use knowledge of language and its conventions when writing, speaking, reading,	

or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.*	
Vocabulary Acquisition and Use **ELAGSE6L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **ELAGSE6L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). **ELAGSE6L6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	DATE students will be immersed in technology and environmental focused vocabulary as well as other words.

Dekalb Academy of Technology and The Environment
Curriculum
Grade 7

Science	*GPS*	*DATE*
Co-Requisite – Characteristics of Science *Habits of Mind* Students will explore of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. **DATE students will do this in their exploration of technology and the environment across the curriculum, from asking questions about the validity of the theory of evolution to creating their own models of DNA.**	***S7CS1.***	***S7CS1***
Students will use standard safety practices for all classroom laboratory and field investigations. **DATE students will be instructed in and will use standard safety practices in all their science work and will discuss the need for safety and how it is related to technology and the environment.**	***S7CS2.***	***S7CS2***
Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. **DATE students will apply these skills in a variety of life science activities throughout the year, and will discuss data and scientific explanations in the context of technology and the environment when appropriate.**	***S7CS3***	***S7CS3***
Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities. **DATE students will apply these skills in a variety of earth science**	S7CS4.	***S7CS4***

activities throughout the year, and will discuss the use of scientific tools in the context of technology and the environment.		
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **DATE students will experience these concepts as recurring themes throughout the year, supporting their consideration of topics related to technology and the environment.**	S7CS5.	S7CS5
Students will communicate scientific ideas and activities clearly. **DATE students will use speaking, writing, and creating visual representations (diagrams, clay models, drawings, etc.) to communicate their understanding of science material related to technology and the environment and other topics in the curriculum.**	***S7CS6.***	***S7CS6***
Students will question scientific claims and arguments effectively. **DATE students will do this using critical-thinking, writing, and speaking. They will question claims and arguments of scientists as well as claims and arguments of their classmates on a variety of science topics including those related to technology and the environment.**	***S7CS7.***	***S7CS7***
The Nature of Science ***Students will investigate the characteristics of scientific knowledge and how that knowledge is achieved.*** **DATE students will include consideration of technology and the environment in this investigation.**	***S7CS8***	***S7CS8***
Students will investigate the features of the process of scientific inquiry. **DATE students will do this by practicing the process of scientific inquiry through a variety of investigations during the year. Some of these investigations will involve topics related to technology and the**	***S7CS9.***	***S7CS9***

environment.		
Students will enhance reading in all curriculum areas **DATE students will read life science material in books and magazines and on CD-ROM and the Internet.**	***S7CS10***	***S7CS10***
Co-Requisite – Content ***Students will investigate the diversity of living organisms and how they can be compared scientifically.*** **DATE students will use the school grounds and the local area of the South River Watershed to observe the diversity of life in the local area as a part of their Watershed Here, Watershed There Project. (See project examples following grade-level standards tables.) Seventh graders will compare these organisms by observing and recording characteristics and applying the scientific classification system.**	***S7L1***	***S7L1***
Students will describe the structure and function of cells, tissues, organs, and organ systems. **DATE students will study the organizational hierarchy for living systems and will apply it to their study of organisms in the South Rive Watershed. Seventh graders will use collecting equipment, microscopes, and computer resources in their scientific investigations related to their year-long Watershed Here, Watershed There Project. (See project examples following grade-level standards tables.)**	***S7L2.***	***S7L2***
Students will recognize how biological traits are passed on to successive generations. **DATE students will learn about heredity and integrate this learning with their understanding of the theory of evolution. They will also learn about some of the scientific equipment and technology that has enabled scientists to build the body of knowledge known as genetics.**	***S7L3***	***S7L3***

Students will examine the dependence of organisms on one another and their environments. **DATE students will conduct this examination through their South River Watershed investigations as a part of their Watershed Here, Watershed There Project. (See project examples following grade-level standards tables.) They will be aware of the role of humans the interdependencies of which they are a part in this environment.**	***S7L4***	***S7L4***
Students will examine the evolution of living organisms through inherited characteristics that promote survival of organisms and the survival of successive generations of their offspring. **DATE students will learn about heredity and integrate this learning with their understanding of the theory of evolution. Seventh graders will also learn about some of the scientific equipment and technology that has enabled scientists to build the body of knowledge known as genetics.**	***S7L5***	***S7L5***

Dekalb Academy of Technology and The Environment
Curriculum
Grade 7

SOCIAL STUDIES	*GPS*	*DATE*
Geography and World Cultures The learner will be able to:		
Physical Geography		
Locates the countries of Asia, the Middle East and Africa on a world map.	SS7G1 SS7G5 SS7G9	SS7G1 SS7G5 SS7G9
Using maps and globes, defines and locates climatic zones, physical features, and the physical processes that shape these features, in the Middle East, Asia, and Africa. **DATE students will use a variety of types of maps, including maps on computers, to understand the physical features and characteristics of these regions. Seventh graders will learn about some of the technologies which enable cartographers to represent the Earth and regions of it in different ways.**	SS7G2 SS7G3 SS7G6 SS7G7 SS7G10 SS7G11	SS7G2 SS7G3 SS7G6 SS7G7 SS7G10 SS7G11
Cultural Geography		
Identifies various ethnic groups in the Middle East, Asia, and Africa, and describes their impact on the development of the regions (e.g., linguistic patterns and cultural contributions). **DATE students will explore the interrelationships between environmental context and cultural development.**	SS7G4 SS7G8 SS7G12	SS7G4 SS7G8 **SS7G12**
Explains how natural resources and physical features influence human activity in the Middle East, Asia, and Africa and how human actions modify the physical environment.	***SS7E3*** ***SS7E7*** ***SS7E10***	***SS7E3*** ***SS7E7*** ***SS7E10***

DATE students will learn about these relationships as they study the history and contemporary issues of these regions. Consideration of technology and the environment will be an important facet of students' study and discussion of these topics.		
History		
Outlines the important historical developments of the Middle East, Asia, and Africa, and demonstrates how geographic factors influenced events and conditions **DATE students will study the environmental context historical developments in these regions and will make connections between environment, technology, and historical developments.**	***SS7G2*** ***SS7G6*** ***SS7G10***	***SS7G2*** ***SS7G6*** ***SS7G10***
Traces the migration and settlement of various groups, and explains their impact on the development of each region. **DATE students will explore the role of the environment and consequent technological developments in the settlement of these regions by various groups over time.**	***SS7G3*** ***SS7G7*** ***SS7G11***	***SS7G3*** ***SS7G7*** ***SS7G11***
Economics		
Explains how people in all economic systems engage in basic economic activities: producing, exchanging, consuming, saving, and investing.	***SS7E1*** ***SS7E5*** ***SS7E8***	***SS7E1*** ***SS7E5*** ***SS7E8***
Identifies natural, human, capital, and entrepreneurial resources in the Middle East, Asia, and Africa. **DATE students will include developmentally-appropriate discussion of technology and the environment as they are related to natural resources, human capital, and entrepreneurial resources in these regions.**	***SS7E3*** ***SS7E7*** ***SS7E10***	***SS7E3*** ***SS7E7*** ***SS7E10***
Describes how unequal distribution of resources leads to specialization and interdependence among people and nations.	***SS7E3*** ***SS7E7*** ***SS7E10***	***SS7E3*** ***SS7E7*** ***SS7E10***

DATE students will include discussion of the role technology and the environment play, including availability of resources based on environmental conditions and technology for production, manufacturing, and transportation. These will be considered in the context of historical and contemporary issues.		
Identifies the three basic questions asked by all societies: What will be produced? How will it be produced? For whom will it be produced? **DATE students will understand that each of these questions is related to availability of resources in the environment and technology.**	***SS7E1*** ***SS7E5*** ***SS7E8***	***SS7E1*** ***SS7E5*** ***SS7E8***
Political Systems		
Summarizes important political developments of the Middle East, Asia, and Africa, and explains the spatial divisions of these regions and how cooperation and conflict contribute to the development of these divisions. **DATE students will consider the role technology and the environment have played in the political developments of these regions.**	***SS7CG1*** ***SS7CG4*** ***SS7CG6***	***SS7CG1*** ***SS7CG4*** ***SS7CG6***
Compares and contrasts political and economic systems using population data and other resources.	***SS7CG2*** ***SS7CG5*** ***SS7CG7***	***SS7CG2*** ***SS7CG5*** ***SS7CG7***
Describes the way in which a citizen participates in the civic affairs of countries in the Middle East, Asia, and Africa.	***SS7CG2*** ***SS7CG5*** ***SS7CG7***	***SS7CG2*** ***SS7CG5*** ***SS7CG7***

Dekalb Academy of Technology and The Environment
Curriculum
Grade 7

Mathematics	*DATE*
Ratios and Proportional Relationships *The learner will be able to analyze proportional relationships and use them to solve real-world and mathematical problems.*	
MGSE7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction (1/2)/(1/4) miles per hour, equivalently 2 miles per hour.	DATE teachers will create environmental friendly situations using these math skills.
MGSE7.RP.2 Recognize and represent proportional relationships between quantities. **MGSE7.RP.2a** Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. **MGSE7.RP.2b** Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. **MGSE7.RP.2c** Represent proportional relationships by equations. For example, if total cost ☐ is proportional to the number ☐ of items purchased at a constant price ☐, the relationship between the total cost and the number of items can be expressed as ☐ = ☐☐. **MGSE7.RP.2d** Explain what a point (☐, ☐) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, ☐) where ☐ is the unit rate.	
MGSE7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	

Examples: simple interest, tax, markups and markdowns, gratuities and commissions, and fees.	
The Number System *The learner will be able to apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.*	
MGSE7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. **MGSE7.NS.1a** Show that a number and its opposite have a sum of 0 (are additive inverses). Describe situations in which opposite quantities combine to make 0. For example, your bank account balance is -$25.00. You deposit $25.00 into your account. The net balance is $0.00. **MGSE7.NS.1b** Understand p + q as the number located a distance |☐| from p, in the positive or negative direction depending on whether q is positive or negative. Interpret sums of rational numbers by describing real world contexts. **MGSE7.NS.1c** Understand subtraction of rational numbers as adding the additive inverse, ☐ – ☐ = ☐ + (– ☐). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. **MGSE7.NS.1d** Apply properties of operations as strategies to add and subtract rational numbers.	DATE teachers will create environmental friendly situations using these math skills.
MGSE7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. **MGSE7.NS.2a** Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (– 1)(– 1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **MGSE7.NS.2b** Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If ☐ and	

☐ are integers then – (☐/☐) = (– ☐)/☐ = ☐/(– ☐). Interpret quotients of rational numbers by describing real-world contexts. **MGSE7.NS.2c** Apply properties of operations as strategies to multiply and divide rational numbers. **MGSE7.NS.2d** Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	
MGSE7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	
Expressions and Equations *The learner will be able to use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.*	
MGSE7.EE.3 Solve multistep real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) by applying properties of operations as strategies to calculate with numbers, converting between forms as appropriate, and assessing the reasonableness of answers using mental computation and estimation strategies. For example: • If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. • If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	DATE teachers will create environmental friendly situations using these math skills.
MGSE7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. **MGSE7.EE.4a** Solve word problems leading to equations of the form ☐☐ + ☐ = ☐ and ☐(☐ + ☐) = ☐, where ☐, ☐, and ☐ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? **MGSE7.EE.4b** Solve word problems leading to inequalities of the form ☐☐ + ☐ > ☐ or ☐☐	

+ ☐ < ☐, where ☐, ☐, and ☐ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions. **MGSE7.EE.4c** Solve real-world and mathematical problems by writing and solving equations of the form x+p = q and px = q in which p and q are rational numbers.	
Geometry ***The learner will be able to draw, construct, and describe geometrical figures and describe the relationships between them and solve real-life and mathematical problems involving angle measure, area, surface area, and volume.***	
MGSE7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	DATE teachers will create environmental friendly situations using these math skills.
MGSE7.G.2 Explore various geometric shapes with given conditions. Focus on creating triangles from three measures of angles and/or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	
MGSE7.G.3 Describe the two-dimensional figures (cross sections) that result from slicing three dimensional figures, as in plane sections of right rectangular prisms, right rectangular pyramids, cones, cylinders, and spheres.	
MGSE7.G.4 Given the formulas for the area and circumference of a circle, use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	
MGSE7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	
MGSE7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	

Statistics and Probability *The learner will be able to use random sampling to draw inferences about a population, draw informal comparative inferences about two populations, and investigate chance processes and develop, use, and evaluate probability models.*	
MGSE7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	
MGSE7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	DATE students will create statistical questions and data based on environmental themes used throughout the school year.
MGSE7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the medians by expressing it as a multiple of the interquartile range.	
MGSE7.SP.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	
MGSE7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	
MGSE7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency. Predict the	

approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	
MGSE7.SP.7 Develop a probability model and use it to find probabilities of events. Compare experimental and theoretical probabilities of events. If the probabilities are not close, explain possible sources of the discrepancy. **MGSE7.SP.7a** Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. **MGSE7.SP.7b** Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?	DATE students will create statistical questions and data based on environmental themes used throughout the school year.
MGSE7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. **MGSE7.SP.8a** Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. **MGSE7.SP.8b** Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. **MGSE7.SP.8c** Explain ways to set up a simulation and use the simulation to generate frequencies for compound events. For example, if 40% of donors have type A blood, create a simulation to predict the probability that it will take at least 4 donors to find one with type A blood.	DATE students will create statistical questions and data based on environmental themes used throughout the school year.

Dekalb Academy of Technology and The Environment
Curriculum
Grade 7

English/Language Arts	*DATE*
Reading Literary	
Key Ideas and Details **ELAGSE7RL1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE7RL2** Determine a theme and/or of a text and analyze its development over the course of the text; provide an objective summary of the text. **ELAGSE7RL3** Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE7RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **ELAGSE7RL5** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **ELAGSE7RL6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	
Integration of Knowledge and Ideas **ELAGSE7RL7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). **ELAGSE7RL8** (Not applicable to literature).	

ELAGSE7RL9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means or understanding how authors of fiction use or alter history	
Range of Reading and Level of Text Complexity **ELAGSE7RL10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading Informational	
Key Ideas and Details **ELAGSE7RI1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE7RI2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **ELAGSE7RI3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE7RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **ELAGSE7RI5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **ELAGSE7RI6** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
Integration of Knowledge and Ideas **ELAGSE7RI7** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **ELAGSE7RI8** Trace and evaluate the argument and specific claims in a text, assessing whether	

the reasoning is sound and the evidence is relevant and sufficient to support the claims. **ELAGSE7RI9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	
Range of Reading and Level of Text Complexity **ELAGSE7RI10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Writing	
Text Types and Purpose **ELAGSE7W1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. **ELAGSE7W2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces.

among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **ELAGSE7W3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing **ELAGSE7W4** Produce clear coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined and in Standards 1–3 above.) **ELAGSE7W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade7.) **ELAGSE7W6** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other
Research to Build and Present Knowledge **ELAGSE7W7** Conduct short research projects to answer a question, drawing on several sources	

and generating additional related, focused questions for further research and investigation. **ELAGSE7W8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **ELAGSE7W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading Standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading Standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	pieces.
Range of Writing **ELAGSE7W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Speaking and Listening	
Comprehension and Collaboration **ELAGSE7SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.

d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding. **ELAGSE7SL2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. **ELAGSE7SL3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	
Presentation of Knowledge and Ideas **ELAGSE7SL4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **ELAGSE7SL5** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. **ELAGSE7SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language Standards 1 and 3 for specific expectations.)	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school.
Language	
Conventions of Standard English **ELAGSE7L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* **ELAGSE7L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	DATE students will write sentences with a technology and environment focus and that are related to their experiences on the school grounds, school

a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly	garden, retention pond, aquaponics tank and at home.
Knowledge of Language **ELAGSE7L3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **Vocabulary Acquisition and Use** **ELAGSE7L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **ELAGSE7L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). **ELAGSE7L6** Acquire and accurately use grade-appropriate general academic and domain-	DATE students will write sentences with a technology and environment focus and that are related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.

specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

Dekalb Academy of Technology and The Environment
Curriculum
Grade 8

Science	*GPS*	*DATE*
Earth Science The learner will be able to:		
Scientific Inquiry Process **Students will explore the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.** a. Understand the importance of—and keep—honest, clear, and accurate records in science. b. Understand that hypotheses can be valuable even if they turn out not to be completely accurate. **DATE students will use the scientific process in a variety of investigations throughout the year, using developmentally-appropriate science tools and.**	***S8CS1***	***S8CS1***
Safety Skills **Students will use standard safety practices for all classroom laboratory and field investigations.** a. Follow correct procedures for use of scientific apparatus. b. Demonstrate appropriate techniques in all laboratory situations. c. Follow correct protocol for identifying and reporting safety problems and violations.	S8CS2	**S8CS2**

DATE students will apply and practice these skills throughout the year in their science activities in the classroom, on the school grounds, and on field trips. They will consider why safety procedures are important, particularly when handling sharp implements and science samples.		
Standard International (SI) Measurements (Metric System) **Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.** a. Analyze scientific data by using, interpreting, and comparing numbers in several equivalent forms, such as integers, fractions, decimals, and percents. b. Find the mean, median, and mode and use them to analyze a set of scientific data. c. Apply the metric system to scientific investigations that include metric to metric conversions (i.e., centimeters to meters). d. Decide what degree of precision is adequate, and round off appropriately. e. Address the relationship between accuracy and precision. f. Use ratios and proportions, including constant rates, in appropriate problems. **DATE students will practice these skills in their science work throughout the year, including in their work related to technology and the environment.**	S8CS3	**S8CS3**
Reference Skills **Students will use tools and instruments for observing, measuring, and manipulating equipment and materials in scientific activities utilizing safe laboratory procedures.** a. Use appropriate technology to store and retrieve scientific information in topical, alphabetical, numerical, and keyword files, and create simple files. b. Use appropriate tools and units for measuring objects and/or substances. c. Learn and use standard safety practices when conducting scientific investigations. **DATE students will use a variety of resources to expand their**	S8CS4	**S8CS4**

knowledge in all of their science work, including about astronomy, geology, and human interactions with the environment.		
Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. a. Observe and explain how parts can be related to other parts in a system such as the role of simple machines in complex machines. b. Understand that different models (such as physical replicas, pictures, and analogies) can be used to represent the same thing.	S8CS5	**S8CS5**
Students will communicate scientific ideas and activities clearly. a. Write clear, step-by-step instructions for conducting scientific investigations, operating a piece of equipment, or following a procedure. b. Write for scientific purposes incorporating information from a circle, bar, or line graph, data tables, diagrams, and symbols. c. Organize scientific information in appropriate tables, charts, and graphs, and identify relationships they reveal.	S8CS6	**S8CS6**
Students will question scientific claims and arguments effectively. a. Question claims based on vague attributions (such as "Leading doctors say...") or on statements made by people outside the area of their particular expertise. b. Identify the flaws of reasoning in arguments that are based on poorly designed research (e.g., facts intermingled with opinion, conclusions based on insufficient evidence). c. Question the value of arguments based on small samples of data, biased samples, or samples for which there was no control. d. Recognize that there may be more than one way to interpret a given set of findings.	S8CS7	**S8CS7**
Students will be familiar with the characteristics of scientific knowledge and how it is achieved. Students will apply the following to scientific concepts:	S8CS8	**S8CS8**

a. When similar investigations give different results, the scientific challenge is to judge whether the differences are trivial or significant, which often requires further study. Even with similar results, scientists may wait until an investigation has been repeated many times before accepting the results as meaningful. b. When new experimental results are inconsistent with an existing, well-established theory, scientists may pursue further experimentation to determine whether the results are flawed or the theory requires modification. c. As prevailing theories are challenged by new information, scientific knowledge may change.		
Students will understand the features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Investigations are conducted for different reasons, which include exploring new phenomena, confirming previous results, testing how well a theory predicts, and comparing different theories. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence. b. Scientific investigations usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations to make sense of collected evidence. c. Scientific experiments investigate the effect of one variable on another. All other variables are kept constant. d. Scientists often collaborate to design research. To prevent this bias, scientists conduct independent studies of the same questions. e. Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society. f. Scientists use technology and mathematics to enhance the process of scientific inquiry. g. The ethics of science require that special care must be taken and used for human subjects and animals in scientific research. Scientists must adhere to the appropriate rules and guidelines when conducting research. **DATE students will discuss a variety of environmental issues during eighth grade and with focus on the relationship between technology and the environment.**	S8CS9	**S8CS9**

Students will enhance reading in all curriculum areas by: a. Reading in All Curriculum Areas • Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas. • Read both informational and fictional texts in a variety of genres and modes of discourse. • Read technical texts related to various subject areas. b. Discussing books • Discuss messages and themes from books in all subject areas. • Respond to a variety of texts in multiple modes of discourse. • Relate messages and themes from one subject area to messages and themes in another area. • Evaluate the merit of texts in every subject discipline. • Examine author's purpose in writing. • Recognize the features of disciplinary texts. c. Building vocabulary knowledge • Demonstrate an understanding of contextual vocabulary in various subjects. • Use content vocabulary in writing and speaking. • Explore understanding of new words found in subject area texts. d. Establishing context • Explore life experiences related to subject area content. • Discuss in both writing and speaking how certain words are subject area related. • Determine strategies for finding content and contextual meaning for unknown words.	S8CS10	**S8CS10**
Geology		
Students will examine the scientific view of the nature of matter. a. Distinguish between atoms and molecules. b. Describe the difference between pure substances (elements and compounds) and mixtures. c. Describe the movement of particles in solids, liquids, gases, and plasmas states. d. Distinguish between physical and chemical properties of matter as physical (i.e., density, melting point, boiling point) or chemical (i.e., reactivity, combustibility). e. Distinguish between changes in matter as physical (i.e., physical change) or chemical (development of a gas, formation of precipitate, and change in color). f. Recognize that there are more than 100 elements and some have similar properties	S8P1	**S8P1**

as shown on the Periodic Table of Elements. g. Identify and demonstrate the Law of Conservation of Matter. **DATE students will consider these scientific concepts as to how they apply to both environmental science and technology.**		
Recognizes the use of alternate energy sources. **Students will be familiar with the forms and transformations of energy.** a. Explain energy transformation in terms of the Law of Conservation of Energy. b. Explain the relationship between potential and kinetic energy. c. Compare and contrast the different forms of energy (heat, light, electricity, mechanical motion, and sound) and their characteristics. d. Describe how heat can be transferred through matter by the collisions of atoms (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection). **DATE students will visit local facilities which demonstrate the use of alternative energy technologies and will consider the impacts of these on the local environment. They will also study alternative energy technologies not currently used in the local area and will discuss the possibility of future use of these in the local community.**	S8P2	***SCI8.12***
Students will be familiar with the forms and transformations of energy. a. Explain energy transformation in terms of the Law of Conservation of Energy. b. Explain the relationship between potential and kinetic energy. c. Compare and contrast the different forms of energy (heat, light, electricity, mechanical motion, sound) and their characteristics. d. Describe how heat can be transferred through matter by the collisions of atoms (conduction) or through space (radiation). In a liquid or gas, currents will facilitate the transfer of heat (convection). **DATE students will learn these fundamental concepts of geology and understand that the long span of the Earth's history has resulted in the environment we experience today. Eighth graders will consider the pace at which humans can change the environment as compared to the pace of geological processes, both long-term and catastrophic (such as a tsunami).**	S8P2	***SCI8.13***

Dekalb Academy of Technology and The Environment
Curriculum
Grade 8

Social Studies	*GPS*	*DATE*
Georgia Studies The learner will be able to:		
Location **The student will analyze the colonial period of Georgia's history.** a. Explain the importance of James Oglethorpe, the Charter of 1732, the reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors. ***DATE students will use a variety of resources, including maps (including GIS maps), globes, computer programs and the Internet, to gain understanding of the expanded environments of which Georgia is a part.***	***SS8H2***	***SS8.1***
Geographic Regions **The student will describe Georgia with regard to physical features and location.** a. Locate Georgia in relation to region, nation, continent, and hemispheres. b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain. c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands. d. Evaluate the impact of climate on Georgia's development. **DATE students will integrate their geology study with their learning**	SS8G1	***SS8.2***

about the physical regions of Georgia to gain greater understanding of their state environment.		
Ecosystems ***Identifies important geographical features of Georgia and describes ecosystems present in each:*** ***- Fall Line*** ***- Okefenokee Swamp*** ***- Appalachian Mountains.*** **DATE students will have field trips to each of these areas and will integrate their science work with social studies work when on these field trips.**	SS8G1	***SS8.3***
Exploration Ocean and Wind Current ***Explains how ocean and wind currents affected the exploration and settlement of Georgia and the Southeast.*** **DATE students will integrate their study of oceanography with their social studies work in this area with attention to the technologies which were applied in the exploration and settlement of this region. Eighth graders will create models and/or diagrams to demonstrate understanding of how ocean and wind current affect sailing ships.**	SS8G1	SS8.4
Geographic Factors ***Identifies geographical factors and explains how they have influenced Georgia's exploration, settlement and economic development emphasizing*** ***- location*** ***- climate*** ***- mountains*** ***- rivers, and*** ***- soil and natural resources.*** **DATE students will integrate their geology and hydrology work with their social studies work in this area with attention to the relationships between environment and technology.**	***SS8G1***	***SS8.5***

American Indians **The student will analyze the role of Georgia in the American Revolution.** a. Explain the immediate and long-term causes of the American Revolution and their impact on Georgia; include the French and Indian War (Seven Years War), Proclamation of 1763, Stamp Act, Intolerable Acts, and the Declaration of Independence. b. Analyze the significance of people and events in Georgia on the Revolutionary War; include Loyalists, patriots, Elijah Clarke, Austin Dabney, Nancy Hart, Button Gwinnett, Lyman Hall, George Walton, Battle of Kettle Creek, and siege of Savannah. **DATE students will do this in the context of how the local environment influenced these civilizations and what technologies arose as a result. Eighth graders will visit an archaeology museum and/or archaeological site to reinforce their understanding of prehistoric Indians in the area.**	***SS8H3***	***SS8.6***
European Exploration Rivalry **The student will analyze the colonial period of Georgia's history.** a. Explain the importance of James Oglethorpe, the Charter of 1732, the reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. c. Explain the development of Georgia as a royal colony with regard to land ownership, slavery, government, and the impact of the royal governors. ***DATE students will consider how the resources of the local environment and different technologies of these two cultures influenced their activities in this region.***	***SS8H2***	***SS8.7***
The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840. a. Explain the establishment of the University of Georgia, Louisville, and the spread	***SS8H5***	***SS8.9***

of Baptist and Methodist churches. b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud. c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth. d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears. **DATE students will consider the effects of technology on the cultural exchange between these people as a result of the conquest.**		
Indian Nations English Colonists **The student will evaluate the development of Native American cultures and the impact of European exploration and settlement on the Native American cultures in Georgia.** a. Describe the evolution of Native American cultures (Paleo, Archaic, Woodland, and Mississippian) prior to European contact. b. Evaluate the impact of European contact on Native American cultures; include Spanish missions along the barrier islands, and the explorations of Hernando DeSoto. c. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the French, Spanish, and British in the southeastern area. **DATE students will include discussion of how the Georgia environment and the differing technologies of these groups influenced their relationships.**	***SS8H1***	***SS8.10***
Colonies **The student will analyze the colonial period of Georgia's history.** a. Explain the importance of James Oglethorpe, the Charter of 1732, reasons for settlement (charity, economics, and defense), Tomochichi, Mary Musgrove, and the city of Savannah. b. Evaluate the Trustee Period of Georgia's colonial history, emphasizing the role of the Salzburgers, Highland Scots, malcontents, and the Spanish threat from Florida. c. Explain the development of Georgia as a royal colony with regard to land	***SS8H2***	***SS8.11***

ownership, slavery, government, and the impact of the royal governors. **DATE students will be aware of the environmental and technological factors which influenced British colonization and settlement patterns.**		
Founding of a Colony ***Evaluates the three major reasons for the founding of the colony of Georgia.*** **DATE students will be aware of the environmental and technological factors which influenced the founding of Georgia.**	***SS8H2***	***SS8.12***
Political Geography Economic Human Environment Socio-Religious **The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.** a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period. b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence. c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon. d. Explain reasons for World War I and describe Georgia's contributions. **DATE students will consider the environmental and technological factors which may have resulted in different modes of development in these three regions.**	***SS8H7***	***SS8.13***
Development **The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.** a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles.	***SS8H4***	***SS8.14***

b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution. **DATE students will be aware of the environmental and technological factors which influenced development in the colonies.**		
Influential People **The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.** a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period. b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence. c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon. d. Explain reasons for World War I and describe Georgia's contributions. ***DATE students will learn about the environments of these individuals and consider how the environment may have played a role in why the person is well-known or was influential.***	***SS8H7***	***SS8.15***
Causes of American Revolution ***Explains the causes of the American Revolution.***	***SS8H3***	
Personalities ***Identifies major events and related personalities of the American Revolution.***	***SS8H3***	
Independence Revolutionary War ***Analyzes attitudes in Georgia toward independence from England and summarizes Georgia's role in the Revolutionary War.***	***SS8H3***	
Statehood ***Explains the concept of "statehood" in Georgia in 1776.***	***SS8H4***	
Georgia Constitution ***Analyzes the Georgia Constitution of 1777 and explains why it is***	***SS8H4***	

inadequate as a basis for state government today.		
Articles of Confederation ***Identifies the weaknesses of the Articles of Confederation and analyzes why the Americans created a loose confederation of states.***	***SS8H4***	
Constitution **The student will describe the impact of events that led to the ratification of the United States Constitution and the Bill of Rights.** a. Analyze the strengths and weaknesses of both the Georgia Constitution of 1777 and the Articles of Confederation and explain how weaknesses in the Articles of Confederation led to a need to revise the Articles. b. Describe the role of Georgia at the Constitutional Convention of 1787; include the role of Abraham Baldwin and William Few, and reasons why Georgia ratified the new constitution.	***SS8H4***	
Westward Expansion **The student will explain significant factors that affected the development of Georgia as part of the growth of the United States between 1789 and 1840.** a. Explain the establishment of the University of Georgia, Louisville, and the spread of Baptist and Methodist churches. b. Evaluate the impact of land policies pursued by Georgia; include the headright system, land lotteries, and the Yazoo land fraud. c. Explain how technological developments, including the cotton gin and railroads, had an impact on Georgia's growth. d. Analyze the events that led to the removal of Creeks and Cherokees; include the roles of Alexander McGillivray, William McIntosh, Sequoyah, John Ross, Dahlonega Gold Rush, Worcester v. Georgia, Andrew Jackson, John Marshall, and the Trail of Tears.	***SS8H5***	
Displaced People ***Examines and analyzes the events that led to the removal of the Indians from Georgia.*** **DATE students will consider how the environment (resources) and technology may have been factors in the removal of Indians from Georgia.**	***SS8H5***	***SS8.24***
Antebellum	***SS8H6***	***SS8.25***

Examines and analyzes political, economic, social, demographic and cultural characteristics of antebellum Georgia and describes how Georgia compared to other areas of the United States. **DATE students will discuss how technology and the environment are related to the characteristics of antebellum Georgia and compare these to technology and environment factors in other areas of the United States at the time.**		
States' Rights Slavery **The student will analyze the impact of the Civil War and Reconstruction on Georgia.** a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Missouri Compromise, Compromise of 1850 and the Georgia Platform, Kansas-Nebraska Act, Dred Scott case, election of 1860, the debate over secession in Georgia, and the role of Alexander Stephens. b. State the importance of key events of the Civil War; include Antietam, the Emancipation Proclamation, Gettysburg, Chickamauga, the Union blockade of Georgia's coast, Sherman's Atlanta Campaign, Sherman's March to the Sea, and Andersonville. c. Analyze the impact of Reconstruction on Georgia and other southern states, emphasizing Freedmen's Bureau; sharecropping and tenant farming; Reconstruction plans; 13th, 14th, and 15th amendments to the constitution; Henry McNeal Turner and black legislators; and the Ku Klux Klan. **DATE students will include discussion of the role of Georgia environment and technology (plantation agriculture) in these political and social trends.**	***SS8H6***	***SS8.26***
Civil War ***Analyzes Georgia's role in the Civil War and outlines the impact of the war on the state and nation.*** **DATE students will consider the environmental impacts of the war on the state and the nation as well as the political, social, and economic impacts.**	***SS8H6***	***SS8.27***
Reconstruction	***SS8H6***	***SS8.28***

Explains the political, economic and social impact of Reconstruction policies on Georgia and other southern states from 1865-1877. **DATE students will consider the environmental impacts of Reconstruction on the state and the nation as well as the political, social, and economic impacts.**		
Independence Reconstruction Influential People **The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.** a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period. b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence. c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia Burns Hope, and Alonzo Herndon. d. Explain reasons for World War I and describe Georgia's contributions. **DATE students will learn about the environments of these individuals and consider how the environment may have played a role in why a person is well-known or was influential.**	***SS8H7***	***SS8.29***
One-party political system ***Analyzes the causes and effects of a one-party political system in Georgia following Reconstruction***	***SS8H6*** ***SS8H7***	
"New South" Manufacturing **The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.** a. Evaluate the impact the Bourbon Triumvirate, Henry Grady, International Cotton Exposition, Tom Watson and the Populists, Rebecca Latimer Felton, the 1906 Atlanta Riot, the Leo Frank Case, and the county unit system had on Georgia during this period. b. Analyze how rights were denied to African-Americans through Jim Crow laws, Plessy v. Ferguson, disenfranchisement, and racial violence. c. Explain the roles of Booker T. Washington, W. E. B. DuBois, John and Lugenia	***SS8H7***	***SS8.31***

Burns Hope, and Alonzo Herndon. d. Explain reasons for World War I and describe Georgia's contributions. **DATE students will discuss this in the context of technology and the environment and how each influenced the other in the rise of manufacturing in Georgia.**		
Segregation ***Examines the variety of legal and illegal strategies in Georgia to enforce political, social and economic segregation of the races emphasizing*** ***- Jim Crow laws*** ***- Ku Klux Klan*** ***- grandfather clause/white primaries, and*** ***- the literacy test***	***SS8H6***	
Economics **The student will analyze the important events that occurred after World War I and their impact on Georgia.** a. Describe the impact of the boll weevil and drought on Georgia. b. Explain economic factors that resulted in the Great Depression. c. Discuss the impact of the political career of Eugene Talmadge. d. Discuss the effect of the New Deal in terms of the impact of the Civilian Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security. **DATE students will consider these events and conditions in the context of technology and the environment as all are related to environmental conditions and technological development.**	***SS8H8***	***SS8.33***
Contributions: World War I, World War II **The student will analyze the important events that occurred after World War I and their impact on Georgia.** a. Describe the impact of the boll weevil and drought on Georgia. b. Explain economic factors that resulted in the Great Depression. c. Discuss the impact of the political career of Eugene Talmadge. d. Discuss the effect of the New Deal in terms of the impact of the Civilian	***SS8H8*** ***SS8H9***	

Conservation Corps, Agricultural Adjustment Act, rural electrification, and Social Security. **The student will describe the impact of World War II on Georgia's development economically, socially, and politically.** a. Describe the impact of events leading up to American involvement in World War II; include Lend-Lease and the bombing of Pearl Harbor. b. Evaluate the importance of Bell Aircraft, military bases, the Savannah and Brunswick shipyards, Richard Russell, and Carl Vinson. c. Explain the impact of the Holocaust on Georgians. d. Discuss President Roosevelt's ties to Georgia including his visits to Warm Springs and his impact on the state.		
Influential Georgians **The student will evaluate key post-World War II developments of Georgia from 1945 to 1970.** a. Analyze the impact of the transformation of agriculture on Georgia's growth. b. Explain how the development of Atlanta, including the roles of mayors William B. Hartsfield and Ivan Allen, Jr., and major league sports, contributed to the growth of Georgia. c. Discuss the impact of Ellis Arnall. **DATE students will learn about the environments of these individuals and consider how the environment may have played a role in why a person is well-known or was influential.**	***SS8H10***	***SS8.35***
Rural Urban Suburban **The student will evaluate the role of Georgia in the modern civil rights movement.** a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag. b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard	***SS8H11***	***SS8.36***

Jackson as mayor of Atlanta, and the role of Lester Maddox. c. Discuss the impact of Andrew Young on Georgia. **DATE students will study these terms in the context of the changes in technology and land use (environment) in the latter half of the 20th century. Eighth graders will discuss the impacts on the environment which has resulted from this economic growth in Georgia.**		
Metropolitan Area Economic Growth **The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.** a. Evaluate the consequences of the end of the county unit system and reapportionment. b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president. c. Analyze the impact of the rise of the two-party system in Georgia. d. Evaluate the effect of the 1996 Olympic Games on Georgia. e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia. **DATE students will study the changes in technology and land use (environment) in the latter half of the 20th century in the Atlanta metropolitan area. Eighth graders will discuss the impacts on the environment which has resulted from this economic growth in Georgia.**	***SS8H12***	***SS8.37***
Civil Rights Movement **The student will evaluate the role of Georgia in the modern civil rights movement.** a. Describe major developments in civil rights and Georgia's role during the 1940s and 1950s; include the roles of Herman Talmadge, Benjamin Mays, the 1946 governor's race and the end of the white primary, Brown v. Board of Education, Martin Luther King, Jr., and the 1956 state flag. b. Analyze the role Georgia and prominent Georgians played in the Civil Rights Movement of the 1960s and 1970s; include such events as the founding of the Student Non-Violent Coordinating Committee (SNCC), Sibley Commission, admission of Hamilton Holmes and Charlayne Hunter to the University of Georgia, Albany Movement, March on Washington, Civil Rights Act, the election of Maynard	***SS8H11***	***SS8.38***

Jackson as mayor of Atlanta, and the role of Lester Maddox. c. Discuss the impact of Andrew Young on Georgia. **DATE students will learn about the environments of individuals and consider how the environment may have played a role in why a person is well-known or was influential in the Civil Rights movement in Georgia.**		
Investment Transportation Communication Technology Human Capital **The student will explain how the Interstate Highway System, Hartsfield-Jackson International Airport, and Georgia's deepwater ports, and the railroads help drive the state's economy.** a. Explain how the four transportation systems interact to provide domestic and international goods to the people of Georgia. b. Explain how the four transportation systems interact to provide producers and service providers in Georgia with national and international markets. c. Explain how the four transportation systems provide jobs for Georgians. **DATE students will consider the relationship between investment, technology, development, and environmental impacts.**	***SS8G2***	***SS8.39***
Demographic Cultural Political Economic, and Social Changes **The student will explain the importance of significant social, economic, and political developments in Georgia since 1970.** a. Evaluate the consequences of the end of the county unit system and reapportionment. b. Describe the role of Jimmy Carter in Georgia as state senator, governor, president, and past president. c. Analyze the impact of the rise of the two-party system in Georgia. d. Evaluate the effect of the 1996 Olympic Games on Georgia. e. Evaluate the importance of new immigrant communities to the growth and economy of Georgia. **DATE students will understand the ramifications of the transition from agricultural to industrial economy in Georgia with consideration of the resulting environmental impacts.**	***SS8H12***	***SS840***

Modern Era ***Identifies influential Georgians of the modern era (women and minorities as well as men).*** **DATE students will learn about the environments of these individuals and consider how the environment may have played a role in why a person is well-known or was influential.**	***SS8H11***	***SS8.42***
Ethnic Groups ***Identifies contributions made by various ethnic groups to the development of Georgia - past and present.***	***SS8H11***	
Cultural Achievement ***Examines cultural achievements made by Georgians in such fields as art, music, literature, theater, motion pictures and television - past and present.*** **DATE students will consider how the environments of these artists and technology may have influenced their work.**	***SS8H12***	***SS8.44***
Georgia Constitution/ U.S. Constitution ***Compares and contrasts the Georgia Constitution and the U.S. Constitution.***	***SS8CG2*** ***SS8CG3*** ***SS8CG4*** ***SS8CG5***	
Three Branches of Government ***Analyzes the three branches of state government and the role of each.***	***SS8CG2*** ***SS8CG3*** ***SS8CG4*** ***SS8CG5***	
Special Districts ***Examines the organization and powers of local governments, including cities, counties and special districts (e.g., school systems, MARTA and housing authorities).***	***SS8CG2*** ***SS8CG3*** ***SS8CG4*** ***SS8CG5***	
Political Parties ***Describes the historical role of Georgia's political parties in state and local government***	***SS8CG2*** ***SS8CG3*** ***SS8CG4*** ***SS8CG5***	
Explains the changing role of Georgia's political parties in state and local government	***SS8CG2*** ***SS8CG3***	

	SS8CG4 ***SS8CG5***	
Citizenship ***Demonstrates an understanding of the concept ""citizenship"" and recognizes that there are multiple levels of citizenship (e.g., nation, state, county and city).***		
American Federalism: ***Examines the role of state and local governments under the system of American government.***	***SS8CG2*** ***SS8CG3*** ***SS8CG4*** ***SS8CG5***	
Environmental Issues Geographic Issues **The student will describe Georgia with regard to physical features and location.** a. Locate Georgia in relation to region, nation, continent, and hemispheres. b. Describe the five geographic regions of Georgia; include the Blue Ridge Mountains, Valley and Ridge, Appalachian Plateau, Piedmont, and Coastal Plain. c. Locate and evaluate the importance of key physical features on the development of Georgia; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands. d. Evaluate the impact of climate on Georgia's development. **DATE students will integrate this learning across the curriculum and will select a local issue to address as a community service project as a part of their year-long How Can We Help Project. (See project examples following the grade-level standards tables.)**	***SS8G1***	***SS8.52***
Collects evidence using appropriate, reliable data. **DATE students will practice this skill in a number of activities throughout the year; including some as part of their How Can We Help? Project. (See project examples following grade-level standards tables.)**		***SS8.65***
Civic Participation		
The student will explain how the Georgia court system treats juvenile offenders. a. Explain the difference between delinquent behavior and unruly behavior and the	***SS8CG6***	***SS8.68***

consequences of each b. Describe the rights of juveniles when taken into custody. c. Describe the juvenile justice system, emphasizing the different jurisdictions, terminology, and steps in the juvenile justice process. d. Explain the seven delinquent behaviors that can subject juvenile offenders to the adult criminal process, how the decision to transfer to adult court is made, and the possible consequences. **DATE students will demonstrate this when they work in small groups and discuss topics related to technology and the environment as a full class, especially when working on their year-long How Can We Help? Project. (See project examples following grade-level standards tables.)**		
The student will analyze the role of the judicial branch in Georgia state government. a. Explain the structure of the court system in Georgia including trial and appellate procedures and how judges are selected. b. Explain the difference between criminal law and civil law. c. Describe the adult justice system, emphasizing the different jurisdictions, terminology, and steps in the criminal justice process. d. Describe ways to avoid trouble and settle disputes peacefully. e. Evaluate how the judicial branch fulfills its role in interpreting the laws of Georgia and ensuring justice in our legal system. **DATE students will demonstrate this when they work in small groups and discuss topics related to technology and the environment as a full class, especially when working on their year-long How Can We Help? Project. (See project examples following grade-level standards tables.)**	***SS8CG4***	***SS8.69***
Formulates and defends positions on an issue. **DATE students will demonstrate this when they work in small groups and discuss topics related to technology and the environment as a full class, especially when working on their year-long How Can We Help? Project. (See project examples following grade-level standards tables.)**	***SS8CG6*** ***SS8CG4***	***SS8.70***

The student will describe the role of citizens under Georgia's constitution. a. Explain the basic structure of the Georgia state constitution. b. Explain the concepts of separation of powers and checks and balances. c. Describe the rights and responsibilities of citizens. d. Explain voting qualifications and elections in Georgia. e. Explain the role of political parties in government. **DATE students will demonstrate this when they work in small groups and discuss topics related to technology and the environment as a full class, especially when working on their year-long How Can We Help? Project. (See project examples following grade-level standards tables.)**	***SS8CG1***	***SS8.71***
Organizes and participates in activities for effective civic action within the community. ***DATE students will demonstrate these skills as the do their year-long interdisciplinary How Can We Help? Project* (See project examples following grade-level standards tables.), which will involve identifying local problems and taking developmentally-appropriate action.**	***SS8CG1***	***SS8.72***

Dekalb Academy of Technology and The Environment
Curriculum
Grade 8

MATHEMATICS ALGEBRA I	*DATE*
The Number System *The learner will be able to know that there are numbers that are not rational, and approximate them by rational numbers.*	
MGSE8.NS.1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	DATE teachers will create environmental friendly situations using these math skills.
MGSE8.NS.2 Use rational approximation of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line, and estimate the value of expressions (e.g., estimate π2 to the nearest tenth). For example, by truncating the decimal expansion of √2 (square root of 2), show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	
Expressions and Equations *The learner will be able to work with radicals and integer exponents, understand the connections between proportional relationships, lines, and linear equations, and analyze and solve linear equations and pairs of simultaneous linear equations.*	
MGSE8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, 32 × 3(–5) = 3(–3) = 1/(33) = 1/27.	DATE teachers will create environmental friendly situations using these math skills.
MGSE8.EE.2 Use square root and cube root symbols to represent solutions to equations. Recognize that x2 = p (where p is a positive rational number and lxl < 25) has 2 solutions and x3 = p (where p is a negative or positive rational number and lxl < 10) has one solution. Evaluate square roots of perfect squares < 625 and cube roots of perfect cubes > -1000 and < 1000.	

MGSE8.EE.3 Use numbers expressed in scientific notation to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109 , and determine that the world population is more than 20 times larger.	DATE teachers will create environmental friendly situations using these math skills.
MGSE8.EE.4 Add, subtract, multiply and divide numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Understand scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g. use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology (e.g. calculators).	
MGSE8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	
MGSE8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation ☐ = ☐☐ for a line through the origin and the equation ☐ = ☐☐ + ☐ for a line intercepting the vertical axis at b	
MGSE8.EE.7 Solve linear equations in one variable. MGSE8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form ☐ = ☐, ☐ = ☐, or ☐ = ☐ results (where ☐ and ☐ are different numbers). **MGSE8.EE.7b** Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	
MGSE8.EE.8 Analyze and solve pairs of simultaneous linear equations (systems of linear equations).	

MGSE8.EE.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. **MGSE8.EE.8b** Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3☐ + 2☐ = 5 and 3☐ + 2☐ = 6 have no solution because 3☐ + 2☐ cannot simultaneously be 5 and 6. **MGSE8.EE.8c** Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	
Functions *The learner will be able to define, evaluate, and compare functions, and use functions to model relationships between quantities.*	
MGSE8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	DATE teachers will create environmental friendly situations using these math skills.
MGSE8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	
MGSE8.F.3 Interpret the equation ☐ = ☐☐ + ☐ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function ☐ = ☐2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	
MGSE8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description	

of a relationship or from two (☐, ☐) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values	
MGSE8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	
Geometry *The learner will be able to understand congruence and similarity using physical models, transparencies, or geometry software.*	
MGSE8.G.1 Verify experimentally the congruence properties of rotations, reflections, and translations: lines are taken to lines and line segments to line segments of the same length; angles are taken to angles of the same measure; parallel lines are taken to parallel lines.	DATE teachers will create environmental friendly situations using these math skills.
MGSE8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	
MGSE8.G.3 Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates	
MGSE8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	
MGSE8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the three angles appear to form a line, and give an argument in terms of transversals why this is so	

MGSE8.G.6 Explain a proof of the Pythagorean Theorem and its converse	
MGSE8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	DATE teachers will create environmental friendly situations using these math skills.
MGSE8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system	
MGSE8.G.9 Apply the formulas for the volume of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	
MGSE8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	
MGSE8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	
MGSE8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.	
MGSE8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. a. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. b. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	

Dekalb Academy of Technology and The Environment
Curriculum
Grade 8

English/language arts	*DATE*
Key Ideas and Details **ELAGSE8RL1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8RL2** Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. **ELAGSE8RL3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE8RL4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RL5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **ELAGSE8RL6** Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	
Integration of Knowledge and Ideas **ELAGSE8RL7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. **ELAGSE8RL8** (Not applicable to literature). **ELAGSE8RL9** Analyze how a modern work of fiction draws on themes, patterns of events, or	

character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
Range of Reading and Level of Text Complexity **ELAGSE8RL10** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	
Key Ideas and Details **ELAGSE8RI1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE8RI2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. **ELAGSE8RI3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	DATE students will demonstrate literary understanding of technology and environmental focused texts as well as other texts.
Craft and Structure **ELAGSE8RI4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **ELAGSE8RI5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **ELAGSE8RI6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	
Integration of Knowledge and Ideas **ELAGSE8RI7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. **ELAGSE8RI8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	

ELAGSE8RI9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	
Range of Reading and Level of Text Complexity **ELAGSE8RI10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	
Text Types and Purpose **ELAGSE8W1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces
ELAGSE8W2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented	

ELAGSE8W3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	
Production and Distribution of Writing **ELAGSE8W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) **ELAGSE8W5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 8.) **ELAGSE8W6** Use technology, including the Internet, to produce and publish writing & present the relationships between info and ideas efficiently as well as to interact and collaborate with others.	DATE students will write pieces that are environmental and technology focused and will publish those pieces using an online platform, as well as other pieces
Research to Build and Present Knowledge **ELAGSE8W7** Conduct short research projects to answer a question (including a selfgenerated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **ELAGSE8W8** Gather relevant information from multiple print and digital sources, using search	

terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **ELAGSE8W9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading Standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply grade 8 Reading Standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	
Range of Writing **ELAGSE8W10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Comprehension and Collaboration **ELAGSE8SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and elicit elaboration and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views and understanding in light of the evidence presented. **ELAGSE8SL2** Analyze the purpose of information presented in diverse media and formats (e.g.,	DATE students will participate in discussions about their school and home environments related to a variety of topics throughout the school year.

visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. **ELAGSE8SL3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	
Presentation of Knowledge and Ideas **ELAGSE8SL4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **ELAGSE8SL5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **ELAGSE8SL6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language Standards 1 and 3 for specific expectations.)	
Conventions of Standard English **ELAGSE8L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.* **ELAGSE8L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	DATE students will write sentences with a technology and environment focus and that are related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.
Knowledge of Language **ELAGSE8L3**	

Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	
Vocabulary Acquisition and Use **ELAGSE8L4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **ELAGSE8L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). **ELAGSE8L6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	DATE students will write figures of speech and sentences with a technology and environment focus and that are related to their experiences on the school grounds, school garden, retention pond, aquaponics tank and at home.

Dekalb Academy of Technology and the Environment

CURRICULUM OVERVIEW

The Dekalb Academy of Technology and the Environment (DATE) curriculum is a hands-on, minds-on, problem-solving, inquiry-based, integrated curriculum which will provide students with a foundation for understanding the world and their place in it. The environment, both natural and built, is the context for this curriculum, and technology is the means by which students will come to know, understand, and care for the environment which sustains us all.

The South River Watershed will be an important educational resource for DATE. This local environment will provide the context for much student learning, and students will get to know their home watershed in a holistic way through integrated, interdisciplinary education. Alfred North Whitehead in *The Aims of Education* said, "The solution which I am urging is to eradicate the fatal disconnection of subjects which kills the vitality of our modern curriculum. There is only one subject matter for education, and that is Life in all its manifestations. Our aim is to teach all the discrete subjects and skills of the elementary curriculum and to teach the interdependence of all the components—the ecology of the classroom." This can be done through watershed education. DATE's classrooms will use technology to enhance student learning, and this will be done in intentional ways. Students will be asked to consider the need for and uses and impacts of technology as they come to know, understand, and use increasingly sophisticated technologies in the DATE curriculum.

Fundamental Principles

Three unifying principles ground this curriculum: place-based education, educating for sustainability, and making connections. Imagine each of these three principles as one leg of a tripod, a tripod which supports the DATE curriculum; each is essential to maintaining the curriculum's integrity and balance. As much of the curriculum as possible is focused on the children's own place, using the school and its environs, local neighborhoods and parks, and other features of Dekalb and DeKalb County as educational resources and learning environments. "The three primary goals of educating for sustainability are environmental integrity, economic prosperity, and social equity." (Anne Pearce Bijur, *Incorporating*

Educating for Sustainability into the revision of Vermont's K-12 Education Standards, University of Vermont Master's Thesis) With attention to these goals, DATE's students will be on their way to becoming engaged and involved adult citizens who can create a sustainable future for themselves and generations to come. Making connections is how the brain, through synapse formation, learns and increases its capabilities. Making connections is how the ecosystems of the global environment are maintained. Making connections has been the result, if not the goal, of technology for millennia, from increased interaction, including commerce, between ancient cultures with the invention of watercraft to wireless telecommunications of the present day. The DATE curriculum integrates place-based education, educating for sustainability, and making connections in multidisciplinary and interdisciplinary ways using a project-based approach.

Project-Based

Each grade will be engaged in projects of varying lengths throughout the year, projects which will emerge from student-generated inquiry about the environment, using technology in developmentally appropriate ways and involving community members. Projects for each grade will be designed to address the Georgia Performance Standards across the curriculum and to increasingly expand students' understanding of the environment as they move through the nine DATE grades. For example, the foci of kindergarteners' projects will be quite local and limited in scope (i.e. school grounds and each student's home and neighborhood) while the eighth grade projects will be more far-ranging in terms of both context and scale (i.e. helping to address environmental issues in Dekalb and perhaps elsewhere in Georgia and relating those to national and global concerns).

All grades will also be involved in an ongoing school-wide garden project on the eight acres of the DATE grounds. The garden project is a vehicle for integrated learning, as each grade's garden project can be designed to include all four core curriculum areas (English/Language Arts, Mathematics, Science, and Socials Studies) as well as other curriculum areas. The project will also provide stimulating opportunities for developmentally-appropriate technology use, from trowels and hoes to using computers to lay out garden plots. Here are some examples of how DATE's three fundamental principles will ground the school garden project. Place-based education: In developmentally appropriate ways, students will investigate questions such as: What can we grow here in our soil and climate in this part of Georgia? Who in our community can be most helpful to us in meeting our garden project goals? How can we serve our community through our efforts? Educating for Sustainability: Students will explore how we depend on the local environment and what necessities it provides. Through inquiry they will discover where the food they eat comes from and what impacts human land use has on the environment. Making Connections: Composting is just one example of how the school garden project will help students experience and understand connections, connections which also apply to the community beyond the school and even to the biosphere as a whole. Students will grow food in the garden. Garden produce will be used in the school, compostable school-lunch waste will be collected as part of a student-designed and -maintained composting program, and the compost product will go back to the school garden(s) for soil enhancement, completing a cycle and offering a plethora of opportunities for learning about a variety of broad-ranging yet interrelated topics from nutrient cycling in an ecosystem to municipal waste management.

The school garden project will provide opportunities for interdisciplinary individual, small-group, and full-class projects as well as "buddies" collaboration between grades when older students, seventh graders, for example, work with younger

“buddies”, perhaps second graders, thereby enhancing the sense of the community at DATE. This is also a project for the larger community. Community members will participate, including local garden experts who will provide advice and guidance and parents who will volunteer to work with students to maintain the garden(s) over the summer. The project will serve the community in that garden produce may be used at the school and perhaps at Dekalb public events. The school garden project is the hallmark manifestation of DATE’s unifying principles of place-based education, educating for sustainability, and making connections in an environmental context using technology.

Curriculum Development

To be most engaging and effective, curriculum should be developed by the teachers who will implement. DATE teachers’ particular understanding of the students they will serve, the school itself (buildings and grounds), the surrounding environment (ecosystem and human community), and their own specialized areas of training and expertise enable them to craft a curriculum that will best meet the needs of their students. The DATE curriculum is based on and guided by the Georgia Performance Standards (GPS), which provide a clear content and skill set for each grade level. What will distinguish DATE as a charter school is how the mandated standards are met, how the DATE faculty creatively and collaboratively integrates the disciplines in the school’s project-based curriculum.

With the guidance and support of a curriculum specialist and technology and environmental education professionals, the DATE faculty will create a dynamic curriculum for this K-8 school. The curriculum will be dynamic in that DATE’s educators will update and improve it continually over the coming years in response to changes in technology and the environment as well as in response to changes in education theory and practice and state performance standards. The three DATE grounding principles of place-based education, educating for sustainability, and making connections will not change; they will guide the evolution of the DATE curriculum on a steady course into the future.

An integrated project example for each grade level is provided below. Each project example is designed to meet some GPS in at least three of the four core curriculum areas, and the specific standards for each project are noted. To provide more detail, the GPS for each project activity have been indicated for the kindergarten and grade six projects. The set of grade-level project examples include a variety of project types and lengths. The projects exemplify the type of integrated, interdisciplinary, project-based curriculum the DATE teaching staff will develop over the next six months.

GRADE-LEVEL PROJECT EXAMPLES

KINDERGARTEN Project Example: Where Are We?

GPS: ELAKR5a,b; ELAKR6b,c,d,f,g,h; ELAKW1c,d; ELAKLSV1a,b,e,g,h,i; ELAKLSVR1a,b; ELAKLSVR2b,c; ELAKLSVR3a-d; MKG1a-e; MKG2a, b; MKD1; SKCS1a; SKCS4a; SKCS5a,b; SKL1a; SSKG2a,b,c; SSKG3.

-Students will have an opportunity to explore a variety of maps and globes in the classroom. Maps should include Dekalb (and other towns where students live), Georgia, United States, and world maps.

-The teacher will facilitate a discussion about maps and globes, encouraging students to share what they observed about the maps in the classroom, including representations of land and water, that maps and globes provide a “view from above,” and what they know about how people use maps.
ELAKLSV1a, e, h, i; SSKG2a, b, c.
-From an upper floor of a school or other local building or a local hill or mountain with an open view, students will look down on the surrounding area and draw their own maps of what they see.
SSKG2a, b, c.
-Each student will be given an inflated white balloon and markers and be instructed to create a globe that has land and water. Each student will then explain to the class how the land and water are represented on her or his globe.
ELAKLSV1b, e, h, i; SSKG2a, b, c.
-Students will use blocks, Legos, or other construction toys to create a “city”. The teacher will use a digital camera to take photos of each from above. Photos will be printed from the classroom computer so that each student can have a “map” of the city he or she created. Each student will explain his or her map to the class.
ELAKLSV1b, e, h, i.
-Using a large local map that includes all the streets where the students live, the teacher will guide the class to label this map with their names and addresses. Each student’s name and address will be written on a label (by the student if possible) and keyed to the location on the map where the student lives and where the student’s name will be written.
ELAKLSVR1a, b; ELAKLSVR2b,c; ELAKSVR3a-d; ELAKW1c,d; SSKG3.
-The teacher will show students other “views from above” of the local area, including aerial photos, MapQuest map(s), and GIS maps, which may be obtained from a local professional who could visit the class to talk about how she uses maps in her work.
SSKG2a,b,c.
-The class will create a treasure map of their classroom for another class to use to find a treasure. The teacher will facilitate discussion of what students think should be included on the map and how those features should be represented. The teacher will draw the map according to the class’ instructions, emphasizing that she is drawing a view from above. Students will draw individual maps along with teacher, using basic geometric shapes. The class will test its treasure map and modify it before asking another class to use the map.
MKG1a-e; MKG2a,b.
-The class will explore an area of the school grounds, perhaps the playground, and identify the living and non-living objects in that environment. Each child will choose one living and one non-living object to draw. The students will organize their drawings on the ground or classroom floor to create a map of that area of the school grounds.
MKD1; SKCS1a; SKCS4a; SKCS5 a,b; SKL1a.
-Throughout this project, the teacher will incorporate appropriate-ability, map-related words into reading and writing skills work and read stories aloud that make mention of maps and map use.
ELAKR5a,b; ELAKR6b,c,d,f,g,h; ELAKLSV1g,h,i.

GRADE 1 Project Example: Johnny Appleseed, Apples, and Me!

GPS: ELA1R1a,c; ELA1R2a-f; ELA1R3a,b,g,h; ELA1R5a; ELA1W1a-m ; ELA1LSV1a-f ;M1N1a,b ; M1N3a,d,e ; M1N4a,c ; S1CSa; S1CS2a,b; S1L1a,b,e; SS1H2a; SS1E1; SS1E3.
-The teacher will read a story about Johnny Appleseed aloud.
-The teacher will facilitate a discussion focused on the virtues displayed by this historical figure. Each student will be asked to explain how she or he feels about Johnny Appleseed and why.
-The class will visit an apple orchard as close to Dekalb as possible. There the students will each draw an apple tree, write three words about it, and pick apples to bring back to the classroom for study. While at the orchard, the teacher and grower will help students to identify major plant parts (root, stem, leaf, flower) so that each student can label the apple tree drawing. Students will be asked what they think a tree (plant) needs to live. A list will be generated on chart paper to take back to the classroom. The grower will also talk with the students about what technology is used at the orchard (hand tools as well as machinery) and what happens to apples at that orchard after they're picked. The teacher will facilitate counting, adding, and subtracting skills-building activities using trees (allowing students to move about a limited area of the orchard) and apples as "manipulatives."
-In the classroom, students will investigate an apple from the orchard, observing it, describing it, drawing it. Then students will be supervised as they cut open an apple and use all their senses, including taste, to observe it. They will describe and draw the inside of the apple.
-The teacher will facilitate a discussion about Johnny Appleseed and his impact on others, relating an apple tree's (plant's) needs to humans' (animals') needs, encouraging students to compare these needs. The teacher will write comparative lists of needs for the class to see.
-The teacher will guide the class in composing a song about apple trees to a familiar tune, using words students wrote about the trees in the orchard.
-Each student will create a "book" titled *Johnny Appleseed, Apples, and Me*, which will include the student's description of how she feels about Johnny Appleseed and what she has learned about apple trees along with drawings to illustrate the words. Each student's description will be written on a computer with adult assistance and printed to be incorporated into the book.

GRADE 2 Project Example: What happened here?
GPS: ELA2R1-4; ELA2W1; ELA2LSV1; M2P1a-d; M2P5; S2CS1a; S2CS2a-d; S2CS3a; S2CS4a,b; S2CS5; SS2H1,2; SS2G1; SS2G2; SS2CG4a. Which standards within ELA and SS will be determined by the specific inquiries the class pursues.
-The teacher will guide students to locate DATE on a map of the local area. The class will discuss DATE's location in the state and relative to the state capital. Then the class will identify Georgia on a map of the United States and then the United States on a globe.
-Students will explore one of the historic DATE school buildings. Each will make a drawing of the outside of the building and one room or feature of the inside of the building.
-As they explore the building, the class will make observations and create a class list of questions they would like to investigate. Areas of investigation that might emerge include how and when the building was constructed and by whom,

what the construction materials were and where they came from, how it has been used in the past and by whom, and how it fits into local and state history. With the teacher's guidance, the class will decide which question(s) to investigate.
-A visit to the local historical society or a visit from a local historian to the classroom will provide the class with information about history of the area, particularly the period during which school building was constructed. The historian can talk about and perhaps show and demonstrate some of the tools that were likely used in constructing the building and by the people who lived and worked in the area at that time. The historian and teacher will collaborate to guide the students in their inquiry.
--Whatever the question(s), in the course of the inquiry, the original materials of the building will be investigated, with attention to what resources were used, where they came from, if those same resources are available today, and how they are currently used. The class may visit a granite quarry and/or managed forest or lumber company to learn how technology is used to convert natural resources into products for human use.
-The class will create an educational display to show what they have learned as a result of their investigation. The display will include computer-generated text; digital photographs of the building (exterior and interior), field trips, and other activities during the project; and some student drawings made at the beginning of the project. The display will be exhibited in a public area of the school so that other DATE community members can learn from the second graders' work.

GRADE 3 Project Example: Fossils and Extinction
GPS: ELA3R1a-d; ELA3R2a-f; ELA3R3a-r; ELA3W1a-n, excluding k,l; ELA3C1a-n; ELA3LSV1a-d; M3M2b,c; S3CS6; S3CS8a-d; S3E2a,g; S3L1a,d; S3L2a,b.
-Students will explore the concept of fossil by examining small fossils in the classroom through observation, measurement, sketching, and comparison.
-Students will be introduced to the rock cycle with emphasis on fossils being found in sedimentary rock. Small groups will each create a skit to reinforce and demonstrate basic understanding of the rock cycle and how the three major rock types, including sedimentary, are formed.
-Students will "make" trace fossils of their own hand- or shoe-print using soil materials found on school grounds or nearby and/or quick-set clay to reinforce their understanding of the fossil formation process.
-During a visit to a natural history museum, they will learn more about fossils, including dinosaur fossils found in Georgia, through interactive learning experiences with a museum educator, who will talk with the students about how scientists use fossils and technology to learn about the past, about the biome and habitats of Georgia dinosaurs and how it differs from the biome and habitats of Georgia today, and about the concept of extinction and possible causes of dinosaur extinction. The DATE teacher will follow-up on these topics after the field trip.
-Using classroom resources, students will each select a U.S. dinosaur to research (any dinosaur that lived in what is now the U.S., not only those that lived in what is now Georgia). Each student will create a dinosaur display, which will include a drawing, painting or model of the dinosaur; scientific name; known size; location(s); and other characteristics interesting to the student. Each student will write a fictional story about the dinosaur using a computer word-processing program; the printed story will also be part of the display.
-Each student will read the fictional story and other display information aloud when they show the display to the class.

-The teacher will facilitate a discussion about extinction relating the dinosaurs' extinction to extinction occurring today. Students will help to create a list of current causes, including human causes, and discuss ways in which humans can help to prevent extinction by protecting the environment. The rehabilitation of the whooping crane population may be used as an example.

GRADE 4 Project Example: We All Live in A Watershed

GPS: Note-This is a year-long, integrated curriculum project, and which specific standards are addressed within the following GPS will be determined by the inquiries the class pursues over the course of the year. ELA4R1-4, ELA4W1-4, ELA4C1, ELA4LSV1&2, M4N1-7, M4M1&2, M4G3, M4D1, M4P1, S4CS1-8, S4E3, S4E4, S4L1&2, SS4E1.

-Using a watershed drainage activity outdoors on the school grounds at the beginning of the year, students will be introduced to the concept of watershed and will manipulate the model watershed to reinforce and demonstrate their understanding of the concept.

-Students will visit the nearest surface water to DATE and experience this geographic feature in a variety of ways. First, they will use as many senses as safely possible to explore the water, writing a description of each sense experience. Then each student will find a spot on the bank and draw the scene there and then write a poem about the body of water. Back at DATE the drawings and poems will be organized as the students were stationed on the bank, creating a classroom mural representing the nearby surface water.

-The teacher will facilitate a discussion of the surface water in the context of the concept of watershed.

-Students will use a variety of activities to learn about the hydrological cycle, including discussing their individual roles in the cycle, human impacts on it, and its cyclical nature; creating models of the water cycle using a variety of media; and demonstrating understanding of the water cycle by composing a song, writing a story about it for a five-year-old, or writing and performing a skit.

-The South River Watershed will be the focus of a year-long, integrated investigation which will address performance standards in all curricular areas with particular focus on standards for historical understanding, geographic understanding, economics, earth science, and life science.

GRADE 5 Project Example: Sands of Iwo Jima

GPS: ELA5R1a-h (informational texts); ELA5R3a-i; ELA5W1a-d; ELA5W2a-i (informational writing); ELA5W3a-g; ELA5W4a-c; ELA5C1a-g; ELA5LSV1a-l; S5CS5d; S5CS6a; S5CS8a-c; S5E1a,b,c; SS5H6a-d.

-Students will do a series of activities which will advance their understanding of volcanoes and volcanic activity. (This will be done simultaneous with discussion of the events leading to and causes of WWII.)

-Students will map the "Ring of Fire," locate the island of Iwo Jima, and identify it as a volcanic island.

-Each student will do Internet research to learn about the geology of Iwo Jima or the Battle of Iwo Jima (Half the class will research each topic.) and write a one-page summary of what they learned. Each paper will be read aloud in class in small groups to familiarize students with the island and the battle.

-The class will generate a list of questions to ask an Iwo Jima veteran or WWII historian.

-A local WWII veteran who fought on Iwo Jima or a local WWII historian will visit the class and discuss the causes of WWII with the students and then talk about the environmental conditions on Iwo Jima, what impact they had on the critical battle there, and how technology helped or hindered during the battle. Students will learn that the volcanic nature of the island made for a particularly difficult assault, from the volcanic-ash sand on the beaches to the rugged terrain across the island.
-Students will view a beach assault excerpt of the film *Sands of Iwo Jima*.
-The teacher will discuss other instances of impacts of environmental conditions on war (e.g. desert conditions in the Iraq Conflict and Persian Gulf Wars, the dense tropical vegetation in the Viet Nam Conflict, and the extreme winter that contributed to the Nazi's withdrawal from Russia) and impacts of war on the environment (e.g. bombing, Agent Orange, radioactive weapon waste and oil fire pollution from the Persian Gulf War).
-Each student will write a thank-you letter to the veteran or historian, noting what was learned as a result of the visit.

GRADE 6 Project Example: How Continents Are Made
GPS: ELA6R3c; ELA6RC2c,f; ELA6RC3a-c; ELA6W3a-c; ELA6LSV2a-e; M6N1f,g; M6A1; M6P1d; S6CS1a,b; S6CS3d; S6CS5a,b ; S6CS6c; S6CS8b,c; S6CS9d; S6CS10c,d; S6E5b-e; SS6G1a; SS6G5a; SS6G9a.
-Students will construct a model of the rock cycle using materials of their choice to review and assess their previous knowledge.
S6CS5b
-Rock cycle models will be shared in small groups. Students will question each other and clarify uncertainties for better understanding.
ELA6R3c; ELA6RC3a-c; ELA6LSV2a-c ; S6CS5b ; S6CS10c,d.
-The teacher will explain the rock cycle, the theory of pDATE tectonics, and how they're related.
S6CS5a,b; S6CS8b,c; S6CS9d; S6E5b-e.
-Real seismic and volcanic data will be used by individual students and small groups to hypothesize the relationships between volcanoes and earthquakes. Fractions, percentage, and graphing math skills will be used to interpret and analyze the data.
M6N1f,g; M6A1; M6P1d; S6CS1a,b; S6CS3d; S6CS6c; S6CS9d.
-In small groups students will use clay to demonstrate the major types of plate boundaries. Each group with share their demonstrations with the class.
ELA6RC2f; ELA6RC3a-c; ELA6LSV2a-c; S6CS10c,d; S6E5b-e.
-Students will work with a tectonic plate map of the world to identify divergent and convergent boundaries and the resulting surface activities (earthquakes, volcanoes).
-The class will then focus on Latin America, Canada, Europe, Australia, and Oceania, with each student labeling a world map to indicate areas of volcanic activity and earthquake zones in these regions.
-Small groups of students will research, using books and the Internet, the topography of one of these regions, noting what geographic features seem to be associated with tectonic activity. Each group will make a map of the topography of the country and explain it to the class.
ELA6RC2c,f; ELA6RC3a-c; ELA6W3a-c; ELA6LSV2a-e; S6CS10c,d; SS6G1a; SS6G5a; SS6G9a

GRADE 7 Project Example: Watershed Here, Watershed There
GPS: Note this is a year-long, integrated curriculum project. Standards in all four core curricular areas will be addressed over the course of the year. All ELA GPS will be addressed in this year-long project. Applied mathematics skill standards will be addressed as appropriate to the local watershed inquiries the class pursues. Specific science and social studies standards within the following general areas: S7CS1-10; S7L1,2,4; SS7G1,2,3,5,6,7,9,10,11.
-Students review and demonstrate their understanding of the watershed concept through a small-group performance they create.
-Students will be involved in a year-long project relating the South River Watershed and the watersheds of Asia and Africa. Students will investigate life science in the South River Watershed and human impacts upon it while learning about the history, geography, and culture of Africa and Asia using a watershed approach in which relationships between people and the land are the focus for learning.
-Each student will finish the year by doing a research report comparing an environmental issue in the South River Watershed with an environmental issue in an Asian or African watershed. The teacher will guide students in identifying the environmental issues, finding research sources and citing them, and using the writing process to complete the report as a web page.

GRADE 8 Project Example: How Can We Help?
GPS: ELA8R1c (informational text); ELA8R2a,b; ELA8RC4a-c; ELA8W1a-e; ELA8W2a-d (technical writing); ELA8W2a-i (writing based on research); ELA8W3a-c; ELA8W4a-c; ELA8c1a-g; ELA8LSV1a-m; ELA8LSV2a,b (responding); ELA8LSV2a-g (presenting). Mathematics, science, and social studies standards addressed will depend on the environmental issue the class chooses and their action plan. It is likely that social studies standards in the following areas will be addressed: SS8H12, SS8G, SS9CG.
-Early in the year students will identify environmental issues in the local area.
-Each student will research one of these issues and create and informational web page about it.
-The class will review the web pages and decide which one issue they will try to address during the year.
-Small groups will interview members of the community (public officials, citizens, experts, and other stakeholders) to learn more about the issue.
-Groups will report their findings to the whole class.
-The class will develop a plan of action, including a timeline and possibly a budget, to address the issue as a service to the community.
-Through the course of the school year, the class will implement its plan of action, and review of the plan periodically to be sure tasks are completed, goals are met, and the plan is revised if necessary.
-Students will research other areas of the U.S. and the world which are faced with similar issues, and each student will create a web page about the issue in one of these locations. The web page will include text and graphics.
-At the end of the school year the class will do a multi-media presentation for the school and other community members about its service project.

Appendix D

REFERENCES

Beauboeuf-Lafontant, T. (2002). A womanist experience of caring: Understanding the pedagogy of exemplary Black women teachers. *The Urban Review*, 34(1), 71-86.

Bondy, E.; Ross, D; Galligane, C.; & Hambaucher, E. (2007). Culturally responsive classroom management and more. *Urban Education*, 42, 326-348.

Brown, D. (2004). Urban teachers professed classroom management strategies: Reflections of culturally responsive teaching. *Urban Education*, 39, 266-289.

Brown, D. (2003). Urban teachers' use of culturally responsive management strategies. *Theory into practice*, 40(4), 277-282.

Brooks, J. and Brooks, M. (1999), *In search of understanding: The case for the constructivist classroom*. Association for Supervision and Curriculum Development, Alexandria, VA.

Cochran-Smith, M. (1997). Knowledge, skills, and experiences for teaching culturally diverse learners: A perspective for practicing teachers. In J. Irvine (Ed.), *Critical knowledge for diverse teachers and learners* (pp. 27-87). Washington, DC: American Association of Colleges for Teacher Education.

Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. New York: Routledge.

Cuban, L., (1988). *The managerial imperative and the practice of leadership in schools*. Albany: State University Press

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom*. New York: The New Press.

Foster, M. (1997). *Black teachers on teaching*. New York: The New Press.

Fraser, J. W. (2002). Foreword. In J. J. Irvine (Ed.), *In search of wholeness: African American teachers and their culturally specific classroom practices* (pp. ix-xiii). New York: Palgrave.

Gardner, H. Moran, S. (2006). The science of Multiple Intelligences Theory: A response to Lynn Waterhouse. *Educational Psychologist* 41(4) 227-232

Grant C. & Sleeter, C. (2008). *Doing multicultural education for achievement and equity.* New York: Routledge.

Hilliard, A. (1995). *The maroon within us*. Baltimore: Black Classic Press.

Irvine, J., & Armento, B. (2001). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. New York: McGraw-Hill.

Irvine, J., & Fraser, J. (1998, May 13). "Warm demanders": Do national certification standards leave room for the culturally responsive pedagogy of African American teachers? *Education Week*, p. 56.

Jackson, K., & Remillard, J. T. (2005). Rethinking parent involvement: African American mothers construct their roles in the mathematics education of their children.

The School Community Journal, 15,1, 51-73.

Kleinfeld, J. (1975). Effective teachers of Eskimo and Indian students. *School Review*, 83, 301-344.

Ladson-Billings, G. J. (1994). *The dreamkeepers*: Successful teachers of African American children. San Francisco: Jossey-Bass.

Noguera, P. (2008) *The trouble with Black boys:…and other reflections on race, equity, and the future of public education*. San Francisco: Jossey-Bass.

Perry, T., Steele, C., & Hilliard, A. (2003). *Young, gifted, and Black: Promoting high achievement among African-American students*. Boston: Beacon Press.

Siddle Walker, V. (2001). African American teaching in the South: 1940-1960. *American Educational Research Journal*, 389(4), 751-779.

Vasquez, J. (1989). Contexts of learning for minority students. *The Education Forum,* 52(3), 243-253.

Voit, M. Cross-Curricular Thematic Instruction Available from http://www.eduplace.com/rdg/res/vogt.html on

Ware, F. (in press). Warm Demander Classroom Management: The integration of academic achievement and care.

Ware, F. (2006). Warm Demander Pedagogy: Culturally responsive teaching that supports a culture of achievement for African American students. *Urban Education*, 41(4), 427-456.

Ware, F. (2002). Black teachers' perceptions of their professional roles and practices. In J. J. Irvine (Ed.), *In search of wholeness: African American teachers and their culturally specific classroom practices* (pp. 33-46). New York: Palgrave.

Wills, M. L. (2008). A case study of an African American charter school's satisfactory performance based on the perception of parents, teachers, students, and community members. (Unpublished doctoral dissertation). Clark Atlanta University, Atlanta, GA

Ysseldyke, J. Spicuzza, R., Kosciolek, S., and Boys, C. (2003). Effects of a learning information system on mathematical achievement and classroom structure. *The Journal of Educational Research* 96(3)

Appendix E



This is to certify that

DeKalb Academy of Technology and Environment

having met the requirements established by the AdvancED® Accreditation Commission and Board of Trustees is hereby accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Mark A. Elgart

Mark A. Elgart, Ed.D.
President and CEO, AdvancED

Valid through June 30, 2019

The Georgia Accrediting Commission, Inc.

Serving Georgia Schools Since 1904

This is to certify that the educational program of

Dekalb Academy of Technology & The Environment, Inc.

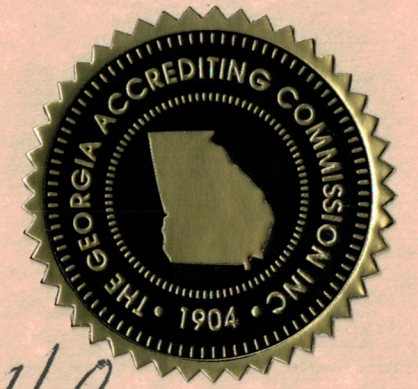
K-8

Has met all the necessary standards to be

Accredited with Quality

For the scholastic year

2014-2015



Phillip Murphy, Executive Director

C. Thomas Holmes, Chairman

Appendix F

Clubs & Sports

D.A.T.E. is proud to offer a variety of extracurricular activities to further develop the academic, athletic and intrapersonal gifts of our students. The following cubs/activities contain specific objectives to foster personal and interpersonal growth. The following clubs are sponsored by parents and staff members.

BASKETBALL (BOYS/GIRLS) – To learn the fundamentals of teambuilding skills and sportsmanship behavior.

BECOMING – To develop young girls' minds to become community leaders through positive reinforcements.

BETA CLUB – To develop strong leaders by performing community service.

BOY/CUB SCOUTS – To develop young men into leaders through fellowship and community service.

CHEERLEADING – To develop athletes with a sense of team-spirit that will motivate others.

Broadcasting Club- To educate students about television media and production.

FLAG FOOTBALL – To learn the fundamentals of teambuilding skills and sportsmanship behavior.

GEOGRAPHY BEE – To develop an awareness of the world as a whole, and to learn about other countries.

GIRL SCOUTS – To promote positive leaderships skills to become leaders in the community.

GREENTEAM – To protect the environment by teaching others how to perform and strengthen the three "R's"

LEGOS – To develop the minds of future D. A. T. E. architects.

ROBOTICS – To develop and help to structure the future of D. A. T. E. engineers.

SAFETY PATROL – To protect fellow citizens and learn how to perform within the community.

STUDENT COUNCIL – To represent the student body at meetings to respond to comments and or concerns on their behalf.

TRACK – To learn the fundamentals of teambuilding skills and sportsmanship behavior.

YEARBOOK –To capture and record as many memories throughout the school year offering students a unique experience with photography and publishing.

YOUNG GENERALS – To provide a positive environment where the young men can vocalize their concerns and find ways to handle issues in the world.

BOOK CLUB- To increase and motive children's interest and appreciation for literacy skill: fluency, expression, and language.

INTERNATIONAL CLUB- To inform and expose students to different countries, customs, and ethnicities via traveling abroad.

FRENCH CLUB- To promote and extend appreciation for school's adopted World Language Program and establish bond with those interested in the language and culture.

ANTI BULLYING CLUB- To provide students with advocacy and bring resolution to school bullying.

Appendix G

PTA / Elementary School Partnership Application

This application is available for digital submission by emailing info@builderbunch.com
****This Program or Application bears no submission or participation cost.**

The Builder Bunch program is not affiliated, sponsored or endorsed by LEGO® Education or The LEGO® Group

The **Builder Bunch Community Partnership Program** partners Builder Bunch up with schools, PTAs, sports leagues, scout troops and other community based organizations to lend a hand in support of their efforts to provide safe, fun and education community environments. Through a network of Community Partnerships Builder Bunch deploys a series of programs that are all geared to provide fun and enriching environments that generate optimal fundraising opportunities.

Boy Scouts

~~PTA~~ Point Person Information

First Name: George Last Name: Jones
Phone: [redacted] Cell: Same
Email Address: [redacted]
What Organization do your represent? Boy Scouts Troop 1833 What is your role? Scoutmaster

School Information and Point Person

School Name: Dekalb Academy of Technology and Environment
Address: 1492 Kelton Drive City: Stone Mountain State: GA Zip: 30038
Phone: [redacted] Cell: [redacted]
School Contact / First Name: Mary Last Name: Wills
Email Address: [redacted]
What is his or her position at the school? Headmaster/CEO

>>Select from our 3 Elementary School Community Partnership Programs below.<<

Fundraising Referral Program (Prerequisite)

Builder Bunch will donate $10 to participating Elementary School Partners for each student that signs up for a Builder Bunch Camp throughout the term. Once your school signs up to participate in the Fundraising Referral Program we will add it to the list of Elementary School Partners on all camp registration forms. As each student signs up and checks the school name we will donate $10 of their registration fee to their selected Elementary School.

☑ **Yes, we would like to sign up for the Fundraising Referral Program** *** If your checked yes please check the boxes below.*
☐ **No, we would not like to sign up for the Fundraising Referral Program**

Program Commitments

Builder Bunch agrees to:

- ✓ Provide all marketing assets needed to market the Fundraising Referral Program.
- ✓ Pay the Elementary School Partner $10 for every child that identifies the school as the referral source.

The Elementary School Partner agrees to:

Spring Semester

- ☑ Send each student home with a Summer Camp Fundraising Sticker and Flyer in 2 times between February and May.
- ☑ Post Summer Camp Fundraising Poster and Yard Sign from February to May

Fall Semester

- ☑ Send each student home with a Holiday Camp Fundraising Sticker and Flyer between October - November
- ☑ Post Holiday Camp Fundraising Poster and Yard Sign from October to November

Builder Bunch / LEGO® Spirit Night Fundraiser

The **Builder Bunch LEGO® Spirit Night** is a LEGO® competition based fundraising event that takes place late afternoon on location in the participating Elementary School Partner's school gymnasium. This event have an agreed upon participation fee that is split 60/40 between Builder Bunch and the Fundraising Partner. Builder Bunch handles all of the event LEGO® specific staffing and equipment. All that we ask is for the school to provide 3 - 5 volunteers.

☑ **Yes, we would like to host a Builder Bunch / LEGO® Spirit Night Fundraiser.**
☐ **No, we would not like to host a Builder Bunch / LEGO® Spirit Night Fundraiser.**

Program Commitments

Builder Bunch agrees to:

- ✓ Provide all of the LEGO® equipment and marketing assets need to promote and execute the Spirit Night.
- ✓ Provide all staffing needed to manage all LEGO® Spirit Night activities.
- ✓ Provide all insurances needed for the LEGO® Spirit Night. (2 million aggregate)
- ✓ Pay the Elementary School Partner with 40% of the proceeds of the LEGO® Spirit Night within 7 days of the event.

The Elementary School Partner agrees to:

- ☑ Send each student home with a Spirit Night Fundraising Sticker and Flyer at least 1 week before the LEGO® Spirit Night.
- ☑ Post Fundraising Spirit Night Posters prior to the LEGO® Spirit night.
- ☐ Provide 3 – 5 volunteers to help with event entry and exit.

Builder Bunch Afterschool Program

Our afterschool program utilizes LEGO® bricks to give students a peak into modern mechanics through hands on learning and play. Our weekly building activities make discovering the way the world works both challenging and fun.

☑ **Yes, we would like to host an Builder Bunch Afterschool Program.**
☐ **No, we would not like to host a Builder Bunch Afterschool Program.**

Program Commitments

Builder Bunch agrees to:

- ✓ Provide all of the LEGO® equipment and marketing assets need to promote execute the After School Program.
- ✓ Provide all staffing needed to teach the After School Program Curriculum.
- ✓ Provide all insurances needed for the After School Program.
- ✓ Pay the Elementary School Teacher to administer the student transition.

The Elementary School Partner agrees to:

- ☑ Send each student home with an After School Program Sticker and Flyer during the first week of school.
- ☑ Allow Builder Bunch to place a LEGO® After School program information booth at student/parent orientation.
- ☑ Suggest a school staff member for the administrator role.

Disclaimer

As a signing representative I acknowledge that our participation in the Community Builders Program is an arrangement under the sole control of my organization and we can terminate our relationship with Builder Bunch at any time. We also understand that Builder Bunch can terminate the partnership at any time during the relationship as well. We understand and acknowledge that signing this contract does not imply that we endorse or recommend the Builder Bunch program to our students or surrounding community. Lastly, we acknowledge that we understand that Builder Bunch will invest into events and marketing collateral specific to our organization based on our commitment. I hereby agree to fulfill the above commitments to the best of our ability. I have received and reviewed all pages prior to executing this application. This agreement term lasts until either party sends a 30 Day Notice to Terminate the agreement.

PTA Point Person Signature: _____ Date 5/14/2015

School Point Person Signature: _____ Date 5/14/2015

STATE OF GEORGIA
COUNTY OF FULTON

SPORTS PROGRAM AGREEMENT

This Sports Program Agreement is made this twentieth day of July 2014, by and between The Luke Project, Inc., a Georgia not for profit company ("TLP"), and D.A.T.E. (the "School").

RECITALS

TLP has experience in developing and organizing youth sports programs and desires to help charter and other schools develop and implement sports programs for their students, which it refers to as a LUKESPORTS Program.

The School desires to implement a LUKESPORTS Program for its students, and may be referred to as a LUKESPORTS School, with other schools participating in the LUKESPORTS League.

CONSIDERATION

In consideration of the mutual benefits between the parties hereto, and the sum of Ten ($10.00) Dollars paid by each party to the other, the receipt and sufficiency of which is herewith acknowledges, the parties enter into this Agreement.

AGREEMENT

1. **TLP's Responsibilities.** TLP shall provide a League Director to work with the School to determine the sports programs that the School desires to operate and the number of students who will participate. TLP, for new schools to the LUKESPORTS program, shall also

provide a list detailing the selection of sports equipment, clothing, supplies, and related merchandise ("Equipment") for purchase by the School. The School shall purchase the equipment as required. TLP shall also be responsible for working with the School to develop LUKESPORTS Guidelines and Rules for each sport for which the School engages TLP. TLP will provide Guidelines and Rules at least thirty days prior to the start of the season.

2. **Cost and Payment.** New and or replacement equipment purchased by TLP for the school, based on LUKESPORTS purchase orders that are created from the equipment order form may be required from time to time. TLP agrees that all purchases on behalf of the School will be invoiced to the School at cost incurred by TLP without any markup for TLP and TLP agrees to provide documentation of all purchases to this end. TLP will request a deposit prior to placing the order and the deposit amount will be based on the size of the equipment order placed by the school. TLP will deliver an invoice to the school at the time of equipment delivery. All equipment purchased by TLP for the School will be used in accordance with the league rules and guidelines and shall remain property of the School.

The School shall pay to TLP a deposit of $1,000.00 per sport, due and payable 15 days before the first game of the season for that sport, based upon the published game schedule for the season. At the end of the season, TLP will invoice the School for any remaining balance due for the cost of any additional expense and or league fees, and the School shall pay TLP within 35 days of its receipt of this final invoice. A late fee of $50.00 will be charged if the invoice is not paid within 35 days of its receipt. Should the deposit and or payments exceed the actual cost of

and or league fees, the excess amount shall be applied as a credit towards the School's League Fee for that season or used as a credit towards another season of athletics.

In the event the School terminates its participation in any sport before the end of the season for that sport, the School shall forfeit the deposit it made to TLP for that sport, and shall not be entitled to any refund of the deposit. Further, should the deposit not be enough to cover the cost of equipment and or league fees, TLP shall invoice the School for the balance due and the School shall pay TLP within 35 days of its receipt of this final invoice. A late fee of $50.00 will be charged if the invoice is not paid within 35 days of receipt.

All schools participating in the LUKESPORTS League shall each pay a fee to TLP for each sport in which the School participates.

Fee schedule for 5th, 6th, 7th and 8th grade school teams for the 2014 - 2015 seasons:

Note: Only school teams are allowed to participate in LukeSports.

Total Price, Per Sport - Per School – **Initial Choices Below**

Flag Football and Cheerleading – Fall 2014	$1,875.00	_____
Football Coed = 6th, 7th and 8th grade / Cheer = 5th, 6th, 7th and 8th		
Boy's Basketball, Girl's Basketball, Cheerleading and Dance team – Winter 2014 – 2015	$2,250.00	_____
Basketball = 6th, 7th and 8th grade / Cheer and Dance = 5th, 6th, 7th and 8th		
Boy's Team____ / Girls's Team____ / Cheerleading and Dance Team____	$875.00 each x ___ = ___	
Fifth and Sixth Grade Coed Soccer – Spring 2015	$ 875.00	_____
Seventh and Eighth Grade Coed Soccer – Spring 2015	$ 875.00	_____
5th, 6th, 7th and 8th Coed Cross Country – Spring 2015	$ 275.00	_____

Example: The deposit amount for Flag Football would be $1,000.00 leaving a balance due of $875.00 payable at the end of the season. Total invoice for Flag Football, not including equipment = $1,875.00. Students in the 6th, 7th, and 8th grades may participate in all LUKESPORTS programs. Football is an optional co-ed sport based on school choice, basketball consists of all boys and all girls teams and soccer is mandated as a co-ed LUKESPORTS program. Cheerleading and cheerleading dance teams are co-ed based on school choice. Students in the 5th grade may participate on the cheerleading squad and cheerleading dance team based on school choice. Students in the 5th grade are eligible to play soccer but are not eligible to participate in flag football or basketball as members of the middle school sports program. When a student turns fifteen years old they are not eligible to participate in a LUKESPORTS program.

Note: The length of each season, the number of regular season games and the format for the playoffs will be determined by the number of participating schools. LukeSports will provide concession sales when appropriate and will collect a gate admission charge from students, parents, fans and school personnel. Schools will receive a full compliment of LUKESPORTS I.D. badges that will identify coaches, team coordinators, etc. and other sports personnel from the school and the badge will also allow entry to all sporting events at no charge.

3. Term. This Agreement shall be for a term of one (1) academic year beginning with the 2014-2015 academic year and ending with the 2014-2015 academic year.

4. **Dispute Resolution.**

If during the term of this Agreement a dispute arises between the parties, the parties agree that prior to filing a judicial action, they shall mediate the issue with a mediator of their

mutual selection, and if they are not able to agree upon the mediator, they shall mediate the dispute through the Justice Center of Atlanta, Inc. (which selection shall not be altered by name change, and shall include any entity into which the Justice Center of Atlanta, Inc. may have merged, or with which it may have been consolidated). In the event the parties are not able to satisfactorily mediate any such dispute the parties agree that they shall submit any such dispute to arbitration. If the parties can not agree upon one (1) independent qualified arbiter and procedures for arbitration, then the arbitration shall be conducted by the American Arbitration Association in Atlanta, Georgia. All expenses related to mediation and arbitration shall be equally divided by the parties; provided, however, that the prevailing party in arbitration shall be reimbursed by the other party for its costs and expenses, including reasonable attorney's fees, incurred in connection with such arbitration.

5. **Personnel Provided by TLP.** TLP shall provide a LUKESPORTS League Director who shall be responsible for league development and operation. This is to include league guidelines, rules, league communication, on site representative at games, hire referees, coordinate game day volunteers, coordination of head coaches and other personnel on game day, coordinate kick-off meetings and or conference calls for each sport, provide emergency subs for absent referees, etc.

6. **Personnel Provided by the School.** The School agrees that all School personnel will work and communicate with TLP representatives in a professional manner to facilitate a quality LUKESPORTS League in keeping with league rules and guidelines. The School agrees that if timely, professional response from one of the participating LUKESPORTS Schools is

lacking, the League Director may make and proceed with decisions that are in keeping with league rules and guidelines. The School shall provide a School Athletic Director who is responsible for team development and academic qualifications of players. This individual shall be an employee of the School who acts as a conduit for communication between the parents, players, coaches, assistant coaches, team coordinators and the LUKESPORTS League Director. This person supervises the daily operation of athletics, practice schedules, etc. for their particular school.

The School shall provide a Head Coach who is responsible for coaching each team. This individual will coach the team as outlined by the LUKESPORTS league guidelines including practices, games etc.

The School shall provide an Assistant Coach who is responsible for coaching the team. This individual assists the Head Coach as outlined by the LUKESPORTS League guidelines including practices, games, etc.

The School shall provide a Team Coordinator who is responsible for assisting the coaches in an administrative capacity. This individual acts as a conduit for communication between the parent, players, coaches, assistant coaches, team coordinators and the LUKESPORTS League Director. This individual coordinates fundraising activities, collects permission slips, communicates with parents, distributes game day and practice schedules, distributes/washes uniforms as outlined by the LUKESPORTS League guidelines. If a Team Coordinator cannot be identified by the School, the Head Coach or Assistant Coach shall serve in this capacity.

7. **Purchase, Storage, and Distribution of Sports Equipment.** The LUKESPORTS League Director shall have the responsibility of buying and storing the LUKESPORTS League equipment and the school shall be responsible for the purchase, distribution and storing all equipment purchased for the school. TLP will assist new schools with equipment orders and this may involve purchasing equipment.

8. **Assumptions.** It is expected that most regular season games will be held on Friday during the day or Friday evening with occasional rain make-up games being held on Wednesday evening and or Saturday. Playoff games and or Championship games will be held on Friday evening and or Saturday. School Coaches are to maintain facilities for practice. School Team Coordinators are to handle the distribution of permission slips, refreshments to players, uniforms, and such other activities as are directly related to the students. The School Athletic Director shall coordinate with parents and handle parental concerns.

9. **Exclusions.** This Agreement does not provide for school athletic insurance, transportation, practice facilities, gymnasium facilities, athletic directors, coaches, team coordinators, or fund raisers.

10. **Student Liability Waivers.** The School shall be solely responsible for obtaining parental or guardian permission for each student to participate in each sport, which waiver shall include a release of liability to TLP, and shall be on a form reasonably satisfactory to TLP.

The School agrees that TLP shall have no liability to the School for any damages or injuries to any student, coach, school personnel or volunteers from the school participating in the LUKESPORTS League programs, spectators or others at LUKESPORTS League events or

activities, or for any damage to or theft of any of the equipment, clothing, or related merchandise. The School agrees that it accepts the full risk of loss for such injuries and damage to or theft of any equipment, clothing, or related merchandise.

The School shall ensure, as a material consideration of this Agreement, that each student participating in any LUKESPORTS program is adequately covered by health and accident insurance.

11. **The School Indemnification and Hold Harmless.** The School, for itself, its officers, staff, and agents, and for its grantees, transferees, successors, and assigns, hereby releases and discharges TLP, its officers, staff, and agents, and agrees to indemnify and hold TLP, its officers, staff, and agents, harmless from and against any and all claims for losses, costs, expenses, injuries, and damages as a result of or in connection with any injuries sustained by any students, coaches, spectators, or any other persons present at or participating in any activity or event of the LUKESPORTS League program, and for any damage to or theft of any of the equipment, clothing, or related merchandise, or in connection with the operation of the LUKESPORTS League program.

12. TLP Indemnification and Hold Harmless. TLP, for itself, its officers, staff, and agents, and for its grantees, transferees, successors, and assigns hereby releases and discharges The School, its officers, staff, and agents, and agrees to indemnify and hold the School, its officers, staff, and agents, harmless from and against any and all claims for losses, costs, expenses, injuries, and damages as a result of our connection with any gross negligence of TLP.

13. **MISCELLANEOUS PROVISIONS.**

(a) Binding Effect. Upon execution by all parties, the terms, covenants and conditions of this Agreement shall inure to the benefit of, and be binding upon, the parties hereto, their heirs, successors, legal representatives and permitted assigns.

(b) Transfer or Assignment. This Agreement shall not be transferred or assigned without the written consent of all parties to this Agreement and any permitted assignee shall fulfill all the terms and conditions of this Agreement.

(c) Entire Agreement. This Agreement constitutes the sole and entire agreement between the parties hereto and no modification of this Agreement shall be binding unless signed by all parties to this Agreement. No representation, promise, or inducement not included in this Agreement shall be binding upon any party hereto.

(d) Counterparts. This Agreement may be executed in several counterparts, each of which shall be considered an original and all of such counterparts together shall constitute one and the same instrument.

(e) Governing Law. The nature, validity, effect and performance of this Agreement is to be interpreted under, governed by and enforced according to the laws of the State of Georgia.

(f) Severability. If any portion of this Agreement is held legally invalid or unenforceable, the parties do hereby covenant and agree that such portion or portions are absolutely and completely severable from all other portions of this Agreement, and such other provisions shall constitute the Agreement of the parties.

(g) Terminology and Captions. All pronouns, singular, plural, masculine, feminine or neuter, shall mean and include the person, entity, firm or corporation to which they relate as the context may require. Wherever the context may require, the singular shall mean and include the plural and the plural shall mean and include the singular. The terms "Agreement" and "Contract" as used herein, as well as the terms "herein," "hereof," "hereto," "hereunder," "hereinafter," and the like mean this Agreement and this Contract in its entirety and all exhibits, amendments and addenda attached hereto and made a part hereof. The captions and paragraph headings are for reference and convenience only and do not enter into or become a part of the context of this agreement.

(h) Cooperation. All parties agree that such documentation as is reasonably necessary to carry out the responsibilities and obligations of this Agreement shall be produced, executed and delivered by said parties within the time required to fulfill the terms and conditions of this Agreement.

(i) Time is of the Essence. Time is of the essence of this Agreement.

(j) Waiver. Neither the delay nor failure of any party to enforce any right or remedy hereunder, or to promptly enforce any such right or remedy, will constitute a waiver thereof nor give rise to any estoppel against such party, nor excuse any other party from its obligations hereunder.

(k) Authority. All parties hereto, as a material consideration hereof, represent to each other that they have the full right, power and authority to enter into this Agreement, and they do

so after having the opportunity to make inquiry into the terms hereof and to seek such counsel as they may desire.

(l) Notices. Any notice required or permitted to be given hereunder shall be sufficient if in writing and sent by any one or combination of the following methods: (1) U.S. Postal Service First Class and Certified Mail, Return Receipt Requested; (2) prepaid courier or overnight delivery service; or (3) hand and delivered in person. Such notices shall be deemed to have been given on the earlier of: (1) the date and time actually received by the party; or (2) if sent to the address of the party as it appears below the signature of that party hereon, or such other address as any party hereto may give the other in the manner herein provided, within twenty-four (24) hours of the time of sending by courier or overnight delivery, or within seventy-two (72) hours of posting in the U.S. Postal Service.

(m) Excuse of Performance: Notwithstanding anything in this Agreement to the contrary, if either party shall be delayed or hindered in or prevented from performance of any act required hereunder by reason of any strike, lock-out, labor dispute, civil commotion, warlike operation, invasion, rebellion, insurrection, hostilities, military or usurped power, sabotage, fire, civil government or military authority regulations or controls not in effect on the date hereof, acts of God, or other reasons of a like nature not related to the fault of such party ("Force Majeure"), then performance of such act by such party shall be excused for the period of such delay; provided, however, that such party shall give the other written notice of the reason for and extent of such delay within a reasonable time after the resolution of or conclusion of the Force Majeure,

and an estimate of the time within which such party expects to be able to perform the delayed and unperformed act.

(n) Third Party Beneficiaries. Except for their proper heirs, successors, legal representatives and permitted assigns, the parties intend that no third party shall have any rights or claims by reason of this Agreement.

IN WITNESS WHEREOF, the undersigned have hereunto set their hands and affixed their seals this the twentieth day of July 2014.

The Luke Project, Inc.

By: _____
Jeff Gorman, President

[Corporate Seal]

School Name: D.A.T.E.

By: _____
School Leader

[Corporate Seal]

COMMUNITY PARTNER PLAYGROUND CONTRACT

May 1, 2012

KaBOOM!, Inc. (referred to herein as KaBOOM!) is pleased that DeKalb Academy of Technology and Environment Charter School (referred to herein as the Community Partner) has agreed to collaborate with KaBOOM! and Dr Pepper Snapple Group (referred to herein as the Funding Partner) in the construction of a new playground and site addition of Imagination Playground at 1492 Kelton Drive, Stone Mountain, GA 30083 (the "Project"). This Community Partner Playground Contract (this "Agreement"), which sets forth the Community Partner's obligations in connection with the Project and certain matters on which the parties have agreed, will, when executed by the duly authorized representatives of each party, supersede any prior agreements and represent the complete legally binding agreement between the parties regarding the Project.

1. Obligations of the Community Partner. The Community Partner shall work with KaBOOM! and the Funding Partner as well as community residents to design, plan, build, program and maintain the Project. By executing this Agreement, the Community Partner is unconditionally agreeing to each of the following obligations, in each case meeting the requirements provided by KaBOOM!:

   (a) Fundraising. In support of the Project, the Community Partner must contribute $8,500 to KaBOOM!, which will apply the funds directly to the purchase of playground equipment. KaBOOM! will invoice the Community Partner for such amount promptly following the execution of this Agreement, which amount must be paid in full at least thirty (30) days prior to the Project's Build Day (as defined below).

   (b) Project Site.

      (i) Ownership. At the time of execution of this Agreement, the Community Partner shall provide KaBOOM! with proof of land ownership evidenced by either a deed granting title to the property to the Community Partner or a letter from the property owner showing approval for the Project. The Community Partner is the owner of the playground in its entirety, for the lifetime of the playground, including the equipment, parts and/or safety surfacing purchased by KaBOOM! and/or the Funding Partner.

      (ii) Permits. Prior to Build Day, the Community Partner shall obtain all necessary permits and licenses regarding the installation, possession and use of the playground in compliance with applicable laws and regulations.

      (iii) Preparation. The Community Partner shall ensure that the Project site is safe for volunteers and children, which responsibility includes: (1) recruiting fifteen (15) adult volunteers to participate in preparation activities two to three days prior to Build Day; (2) preparing the site for the installation of the Project at least two weeks before Build Day, which includes removing existing playground equipment, footers and safety surfacing, grading the land, removing fencing and performing soil tests, installing concrete or asphalt paths and pathways; (3) conducting up to two (2) utility checks as reasonably requested by KaBOOM! with the appropriate utility companies, with the first test being completed within two weeks of Design Day (as defined below) and with all utility check documentation provided upon completion to the KaBOOM! project manager who shall supervise the planning and installation of the playground (the "Project Manager"); and (4) conducting up to two (2) soil site tests as reasonably requested by KaBOOM!, with the first test being completed within two weeks of Design Day and with all soil check documentation provided to the Project Manager upon completion. The Community Partner is responsible for undertaking any necessary risk mitigation should the soil be deemed unsafe for children and volunteers.

      (iv) Safety and Security. The Community Partner shall ensure the security of equipment, tools, supplies and well being of the adults and children from the beginning of the preparation activities until the conclusion of Build Day, including any postponement.

      (v) Maintenance. Maintenance of the playground facility and supervision of its use is the sole responsibility of the Community Partner. The Community Partner shall collaborate with KaBOOM! during the Project planning process to develop a maintenance program for the playground including the Imagination Playground in a Box and, with the support of the property owner (if owner is a separate party), shall maintain the playground and the property before and after the Build Day to ensure a safe and attractive playspace. In furtherance of the foregoing, in the event any playground equipment included in the Project no longer is permitted for any reason to be located at its original site of construction or such site is no longer controlled by the Community Partner for any reason, then the Community Partner promptly shall notify KaBOOM! following its becoming aware of such situation and shall, at the Community Partner's sole cost and expense, take such steps as may be necessary to promptly and safely relocate the playground equipment (including any permanent signage and other fixtures) to an alternate site that serves children or to ensure that the successor controlling person of such site shall continue to make such playground available to children in the same manner contemplated as of the Build Day and maintain (or permit the Community Partner to maintain) such playground in accordance with the maintenance program. In addition, the Community Partner shall accept and maintain engineered wood fiber as playground safety surfacing, meeting standards established by Consumer Product Safety Commission guidelines, for the lifetime of the playground. Guidance and materials for the purpose of developing a maintenance plan for the playground are available, upon request, from the playground equipment and safety surfacing manufacturers, including Playworld Systems, Inc.

      (vi) Imagination Playground. The Community Partner has agreed to accept an Imagination Playground in a Box system as part of this playspace project and has agreed to: 1) Develop and maintain a plan for Play Associates to be present any time that Imagination

Playground products are in use. This plan must specify a minimum Play Associate to child ratio that will be maintained by the Community Partner when Imagination Playground products are in use. 2) Train said Play Associates through training designated by Imagination Playground. 3) maintain a roster of at least three trained Play Associates at all times on staff or through a volunteer program. 4) Having criminal background check completed on individuals identified to be Play Associates, and providing the results of such criminal background checks to KaBOOM! upon KaBOOM!'s written request. 5) Develop and maintain a site specific maintenance plan that will require that the Play Associates make safety checks of the Imagination Playground physical space and of the Imagination Playground products at a minimum of once each day that the Imagination Playground products are in use. The Community Partner may determine that more frequent safety checks are appropriate based on numbers of kids and frequency of use and other site specific factors.

(c) Design Day. The Community Partner agrees to host a KaBOOM!-facilitated "Design Day" with at least twenty (20) adult volunteers and twenty (20) children. Such adult volunteers shall remain engaged in the planning activities throughout the Project's planning process.

(d) Build Day. The Community Partner shall recruit 150 adult volunteers from the community to participate in a one-day installation event for the Project, which is scheduled to occur on Wednesday, August 29, 2012 and which is referred to herein as the Build Day. The Community Partner shall ensure that all volunteers sign a waiver in the form attached hereto as Exhibit A. On the Build Day, the Community Partner shall provide food, water, tools, dumpsters, music and restroom facilities for all volunteers.

(e) Promotion; Intellectual Property. The Community Partner shall seek prior approval from KaBOOM! and/or the Funding Partner for any materials that reference the Project or contain the name, trademarks, service marks, logos and other intellectual property (collectively, and together with all goodwill attached or which shall become attached to any of the them, the "Marks") of KaBOOM! and/or the Funding Partner, including press releases, fliers and promotional materials. The Community Partner acknowledges and agrees that each of KaBOOM! and the Funding Partner is the sole owner of all right, title and interest in and to its respective Marks. The parties acknowledge that KaBOOM! and the Funding Partner may take all steps to protect their Marks as they deem appropriate. Any use of the Marks will inure to the sole benefit of KaBOOM! or the Funding Partner (as applicable). The Community Partner shall not use the Marks in any manner that would harm the reputation of KaBOOM! or the Funding Partner or disparage or negatively reflect upon the Marks. Upon expiration of or termination of this Agreement for any reason, the Community Partner shall cease all use of the Marks. The Community Partner shall collaborate with KaBOOM! and the Funding Partner to secure media coverage for the Project.

(f) Signage. The Community Partner shall allow the names and logos of KaBOOM! and the Funding Partner to be displayed on permanent playground signage, which shall be substantially in the form provided to the Community Partner during the application process and shall be 12 ¼ inches wide by 30 ¼ inches tall and mounted on poles in a mutually agreed location.

(g) Playground Costs. The Community Partner is solely responsible for and shall hold KaBOOM! and the Funding Partner harmless from any costs beyond the proposed Project budget, including costs incurred by the Community Partner for any prior site preparation, upgrades or improvements or any equipment or materials purchased to supplement those secured by KaBOOM!.

(h) Warranty. The playground equipment and the safety-surfacing related to the Project may be covered under warranty by the applicable manufacturers, a copy of which may be obtained, upon request, from such manufacturers. The Community Partner acknowledges that any warranties and/or guarantees on any equipment or material are subject to the respective manufacturer's terms thereof, and the Community Partner agrees to look solely to such manufacturers for any such warranty and/or guarantee. Neither KaBOOM! nor the Funding Partner nor any of their respective affiliates, directors, officers, managers, partners, members, shareholders, employees, agents or representatives, have made nor are in any manner responsible or liable for any representation, warranty or guarantee, express or implied, in fact or in law, relative to any equipment or material, including its quality, mechanical condition or fitness for a particular purpose.

(i) Insurance. The Community Partner (or such other appropriate entity to which KaBOOM! consents in writing) shall obtain and maintain from no less than seven (7) days prior to the Build Day and through the first anniversary of the Build Day worker's compensation insurance policies and commercial general liability insurance (providing coverage against liability for bodily injury, death and property damage that may arise out of or be based upon the use of the playground), in each case in amounts not less than one million dollars ($1,000,000). At the time of execution of this Agreement, the Community Partner shall provide to KaBOOM! a copy of a certificate from its insurer indicating the nature, scope, duration and amount of insurance coverage, and naming KaBOOM! and the Funding Partner as additional insureds under such policy, which insurance shall be primary over any other insurance covering KaBOOM! and the Funding Partner and which policy shall provide that KaBOOM! and the Funding Partner be given at least thirty (30) days prior written notice of any change or cancellation of coverage.

(j) Indemnification. The Community Partner shall indemnify and hold harmless KaBOOM!, the Funding Partner and their respective affiliates, directors, officers, managers, partners, members, shareholders, employees, agents and representatives from any and all losses, liabilities, claims, actions, fees and expenses (including interest and penalties due and payable with respect thereto and reasonable attorneys' and accountants' fees and any other reasonable out-of-pocket expenses incurred in investigating, preparing, defending or settling any action), including any of the foregoing arising under, out of or in connection with any breach of this Agreement, any actions associated with this Project or resulting from the use of any playground property and equipment, including those for personal injury, death, or property damage, except to the extent resulting from the willful misconduct of such indemnified person. This provision shall survive any termination or expiration of this Agreement.

2. Obligations of KaBOOM!.

(a) Playground Build. KaBOOM! shall provide technical and organizational leadership and guidance for the Project and shall:

(i) Coordinate Funding Partner participation, facilitate playground design, including regular planning meetings, and work with vendors to procure equipment and materials in a timely manner, except to the extent that safety surfacing other than engineered wood fiber is used, which shall be procured by the Community Partner

(ii) Manage construction logistics for the Project, coordinate playground site preparation activities with the Community Partner, inventory equipment and materials, and assure that the necessary tools and materials are available on the Build Day.

(iii) Lead the Build Day activities, including the coordination of Build Day captains and volunteers.

(iv) Provide educational and promotional materials to support the Project, including the KaBOOM! Tool Kit (a 4-book set), KaBOOM! online Playground Planner, support to the Community Partner to obtain training for Play Associates nametags and other general supplies.

(b) Inspection. KaBOOM!, in collaboration with the Community Partner, will secure a Certified Playground Safety Inspector to review the playground structure at the conclusion of the Build Day (or, if KaBOOM! assumes responsibility for the playground construction going beyond one day, at the conclusion of the installation) to ensure that the structure is safe and built to all appropriate standards and guidelines, unless the Build Day is not completed on the Build Day due to failure of the Community Partner, in which case the Community Partner shall secure the Certified Playground Safety Inspector.

(c) Promotion. KaBOOM! will provide proposed promotional materials relating to the Project for the Community Partner's review and approval, which approval shall not be unreasonably withheld or delayed.

(d) Website Listing. KaBOOM! will place the playground on its list of KaBOOM! builds on the KaBOOM! website and KaBOOM! will send information to the Community Partner on playground maintenance programming and enhancements.

3. Build Day Postponement. The Build Day shall not be postponed except when weather or other conditions jeopardize the safety of the volunteers or threaten the structural integrity of the playground. The decision to postpone the Build Day will be made by majority agreement of the representatives of KaBOOM!, the Community Partner and the Funding Partner, except where such decision must be made by KaBOOM! on the construction site and representatives of the Community Partner and the Funding Partner are not available for consultation. In the event that the Build Day is postponed, KaBOOM!, the Community Partner and the Funding Partner shall develop a plan for rescheduling the Build Day at the next earliest date possible for each party. The Funding Partner shall be responsible for all additional expenses related to the rescheduled Build Day, including, without limitation, equipment, labor and materials, storage and travel costs and expenses; *provided, however*, that the Funding Partner shall be notified of the estimated amount of such additional expenses in connection with rescheduling of the Build Day. Notwithstanding the foregoing, in the event that the date of the Build Day is cancelled or changed as a result of the Community Partner's failure to satisfy its obligations in connection with the Project, then the Community Partner shall be liable to KaBOOM! and the Funding Partner for all such additional expenses related to the rescheduled Build Day.

4. Funding Partner Relations. KaBOOM! has a separate contract with the Funding Partner pursuant to which the Funding Partner has agreed to provide financial and human resources for the Project. In recognition of the Funding Partner's contribution of such resources, the Funding Partner shall receive first placement on any recognition materials developed for the Project, including playground signage, banners, T-shirts, press releases, website and newsletter stories, and flyers, and the Community Partner shall not solicit sponsors or donors in relation to the Project whose products or services directly compete with the products or services of the Funding Partner as identified to the Community Partner by KaBOOM! and/or the Funding Partner. In the event the Community Partner solicits other sponsors or donors, then the Community Partner shall not permit such sponsors or donors to compete with the Funding Partner for signage and sponsorship recognition.

5 Termination. In the event that the Community Partner fails to make the payments required under Section 1(a) or otherwise breaches this Agreement, KaBOOM! may terminate this Agreement upon written notice to the Community Partner of such termination. Furthermore, if either party is delayed or prevented from fulfilling any of its obligations hereunder by any cause beyond its reasonable control, including acts of God, acts or omissions of civil or military authorities, fire, strike, flood, riot, act of terrorism, war, transportation delay, or inability due to such causes to obtain required labor, materials or facilities, such party shall not be liable hereunder for such delay or failure and either party may terminate this Agreement if the other is unable to perform any obligation hereunder for a period longer than ten (10) calendar days due to such force majeure event, in which case KaBOOM! shall refund to the Community Partner any amounts paid to KaBOOM!, less expenses already committed and/or incurred prior to the date of such termination. If, upon termination as provided herein, the sum due KaBOOM! the by Community Partner exceeds the sum paid to KaBOOM! hereunder, the Community Partner shall pay KaBOOM! for any such additional sum due upon presentation of appropriate documentation within thirty (30) days of invoice. Except as set forth above, upon any termination, this Agreement shall become void and have no effect, and no party shall have any liability to the other party, except that nothing herein will relieve any party from liability for any intentional breach of this Agreement prior to such termination.

6. General Provisions. The Community Partner represents to KaBOOM! that all information provided by it to KaBOOM!, including in the Playground Profile Application, is true, correct and complete in all respects and does not omit any information relevant to the Project. Each party has all requisite power and authority, including any necessary approval by its governing body, to execute and deliver this Agreement, and to perform its obligations hereunder. This Agreement may not be assigned or transferred by either party without the prior written consent

of the other party hereto. This Agreement shall inure to the benefit of and be binding upon the parties hereto, their respective successors and permitted assigns, and where expressly stated, their affiliates and representatives. This Agreement shall be governed by and construed under the laws of the State of New York, without regard to conflicts of laws principles to the extent that the application of the laws of another jurisdiction would be required thereby. This Agreement may be altered, modified or amended only by a written document signed by both parties. This Agreement may be executed in two or more counterparts, each of which shall be an original and all of which, when taken together, shall constitute the same agreement and may be delivered by facsimile or electronic mail transmission with the same force and effect as if originally executed copies hereof were delivered. Any notices required or permitted to be given hereunder shall be sent by certified or registered United States mail, postage prepaid, by personal delivery addressed to the applicable party or by facsimile or electronic mail transmission (the receipt of which is confirmed) at the address set forth under such party's signature below. The Funding Partner shall be an intended third party beneficiary of Sections 1(b), (e), (f), (g), (h), (i) and (j) and Sections 2(b), 3, 4 and 6 of this Agreement and is entitled to enforce its rights under such sections as if it were a party to this Agreement.

By executing this Community Partner Playground Contract where indicated below, each of KaBOOM! and the Community Partner agrees, as of the date identified above, to be legally bound by all of the terms and provisions set forth above.

DeKalb Academy of Technology and Environment Charter School

By: _____
Name: Maury Wills
Title: Headmaster and CEO

KaBOOM!, Inc.

By: _____
Name: Gerry Megas
Title: Chief Financial Officer

Address:

Contact information for the person who should receive KaBOOM! invoices:

Name: Maury Wills

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
07/26/12

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Cameron & Roberts Ins. Agcy 6893 Main Street P O Box 408 Lithonia, GA 30058-0408 S. Keith Roberts 770-482-8841 770-482-2238	CONTACT NAME: PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS: PRODUCER CUSTOMER ID #: DEKAL-7
INSURED DeKalb Academy Of Technology And The Environment 1492 Kelton Drive Stone Mountain, GA 30083	INSURER(S) AFFORDING COVERAGE — NAIC # INSURER A : Montgomery Ins Companies — 14613 INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY [X] COMMERCIAL GENERAL LIABILITY [ ] CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC	X		[redacted]	08/20/11	08/20/12	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 300,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY [ ] ANY AUTO [ ] ALL OWNED AUTOS [ ] SCHEDULED AUTOS [X] HIRED AUTOS [X] NON-OWNED AUTOS			[redacted]	08/20/11	08/20/12	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	[X] UMBRELLA LIAB [X] OCCUR [ ] EXCESS LIAB [ ] CLAIMS-MADE [ ] DEDUCTIBLE [X] RETENTION $ 10,000			[redacted]	08/30/11	08/20/12	EACH OCCURRENCE AGGREGATE	$ 1,000,000 $ 1,000,000
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N [ ] N/A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		[redacted]	10/13/11	08/20/12	WC STATU-TORY LIMITS [X] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	Property			[redacted]	08/20/11	08/20/12	Prof Liab	1,000,000
A	Prof Liability			[redacted]	08/20/11	08/20/12	Ded.	1,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
KaBOOM! & Dr Pepper Snapple Group are included as Additional Insured with respect to General Liability coverage when required by written contract.
Should any of the described policies be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 30 days written notice to the certificate holder named, but failure to do so shall impose no (Cont)

CERTIFICATE HOLDER

KABO-00

KaBOOM!
Suite B100
4455 Connecticut Avenue NW
Washington, DC 20008

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Michael A. Davin

© 1988-2009 ACORD CORPORATION. All rights reserved.

The ACORD name and logo are registered marks of ACORD

Appendix H

Lillie Pleasant

Summary of Achievements

President; Board of Directors
DeKalb Academy of Technology and Environment Charter School, April 2010- Present

Secretary; Board of Directors
DeKalb Academy of Technology and Environment Charter School, April 2007- April 2010

Employment History

Wachovia Bank, Atlanta, GA
Service Specialist:
July 2007- January 2009

- Direct customers to resources needed to resolve their concerns
- Open and close accounts
- Perform teller duties when needed
- Maintain Customer Relation Manager Station

First Union Bank, Atlanta, GA
Teller Coordinator:
April 1996- March 2007

- Handle payments, deposits and all other immediate over the counter transactions.
- Train and support other tellers
- Handle complex customer transactions

First Union Bank, Atlanta, GA
Teller:
January 1993 - March 1996

- Evaluate and resolve customer issues
- Interact with customers to identify and fulfill financial goals
- Made customers aware of alternate banking options

Education

Colorado College of Business, Denver, CO
Associate of Secretarial Science, May '87

George A. Jones

Manager / Technical Architect @ Accenture

George Jones is a member of the Accenture's Solutions workforce based out of the Atlanta. Mr. Jones has extensive experience in the software application development and delivery with a concentration in the utilities industry. His functional capability lies with On-line Transaction processing, Supply Chain Management, Application Performance Testing, Service-Oriented Architecture, Application Operations Support,Software Control Management, Team Management and Network Infrastructure design. Specialties: Software Integration Architect Network Infrastructure Design Professional Services & Consulting Development and Management Agile Methods Software delivery Team Leadership JEE Design Strategies Performance Testing - Performance Data Analysis Software languages: Java, C/C++, SQL, .NET, Pearl, SQL, XSLT, JavaScript, Unix Shell Scripting, XSLT, HTML5, CSS Operating System: Sun Solaris, LINUX, VMS, OS X, Windows 7 / 8

Technical Architect at Accenture

November 2002 - Present

Currently serving as a Technical Architect responsible for leading technical teams, providing management oversight and recommendations on infrastructure architecture for a given software technology. Software Application project including: J2EE technical architecture design (Sun Solaris hardware assessment/ recommendations to support proposed solution architecture), Teradata JDBC-bridge configuration, version controls management, software/hardware performance testing, Data analysis, application deployment and production support activities, Technical work plan management.

2 recommendations available upon request

Software Developer at nuBridges

April 2003 - October 2003

Designed and implemented XSL Stylesheets for core product's JSP pages. - Work with a team of four developers to design and implement customer integrations tools used to expedite integration development life cycle using J2EE, postgreSQL, PHP, HTML and JSP. - Server Side Java development and implementation of Web Base integrations between Company's core product and new customers following Skill Set: Jdom, XML, XSL, JSP, Ant, JBoss, XSLT, JDBC, postgreSQL, on a Red Hat Linux platform. - Wrote functional specification and deployment documents for new and existing software projects. - Provided development support for production implementations of base projects. - Wrote and implement test cases with Junits and MockObjects.

Senior Development Lead Co-Founder at Jandre, Inc.

April 2002 - April 2003

- Lead developer of a team of three for the first phase of the project - Designed and develop the prototype for Web-Base Application used to monitor Point-of -Sales transitions. - Wrote functional specification documents to describe core business objects and relational database tables. - Used UML to incorporate documents with Java Class Diagrams and Case Scenarios to diagram functional specifications - Implemented functional specifications by writing Business Objects in J2EE to server as the Business layer for the system. - Implemented functional specifications by writing Servlets and Java Scripts to server as the presentation layer for the system - Implemented functional specifications by writing SQL Scripts and Stored procedures in Oracle 8i Standard Edition to create rational tables its indexes. - Maintain weekly code reviews to validate function specification documents

Software Engineer at Cbeyond

December 2002 - January 2003

- Server Side development and implementation of Web Base integration between Company's Billing System and Siebel's Asset Management System using the following Skill Set: Jdom, XML, XSL, XSLT, DOM, J2EE, JMS, EJB, Ant, SQL Oracle 8i and WebLogic on a Sun Solaris platform. - Develop and implement XML Business Object Handlers using JDOM, DOM, SAX and J2EE. - Develop business rules documents in XSL using XSLT, XPATH, XQUERY - Develop use and implement Oracle8i PL/SQL Queries and Stored Procedures. - Preform unit tests on business objects, XSL and PL/SQL scripts base of the case study provided by the specification documents. - Writing test cases to evaluate the enchantments the new XML integration offer to each transaction. - Tests, debugs and manages implementation of system building using Ant on Solaris platform. - Maintain weekly code reviews to validate function specification documents

Software Engineer at ViryaNet (iMedeon)

August 2000 - February 2002

Worked with a team of five developers to design and implement Web-base Client-Sever Application written in Java and JavaScript using full life cycle development. - Wrote testing tools in J2EE to evaluate software releases and Support the Live Customer on older releases. Primary platform windows NT and 2000 Server. - Back-End development using the following skill set: OOD, Java2, J2EE, EJB, XML, XSL, Swing, Servlets, HTML, SilverStream 3.71, SQL, Oracle 8i, Stored procedures, C++ and Delphi on a Windows 2000 Professional and Sun Solaris platform. - Created and implemented test instances for each Customer schema in Oracle 8i on a Solaris platform. - Maintain and execute test plans for failover of application servers, HTTP servers and load balancers (disaster recovery) - Provided problem determination and resolution assistance to application developers and customers. - Tests, debugs and manages implementation of system building using Visual SourceSafe. - Travelled to customer sites to provide on site Development Support and Customer Support· On-call software support (rotate duties with other team members (7 by 24)

Software Developer at GTECH

May 1997 - August 2000

Provided sustaining programming support for the following Lotteries: Wisconsin, Michigan, and Texas. Worked with a team of 3 Software Engineers to develop OLTP System titled ProSys v7 using C, SQL, JAM, COBOL, SQR and Java. Platforms: OPEN-VMS; DEC Alpha, WinNT4, UNIX -Implemented, tested, documented, and integrated code changes and updates, as needed using C, Sybase and JAM (similar to VB). -Made code changes to Sybase Open Server interface. Processing System titled ProSys v7 using C, Sybase, JAM, and Dbartisan. Participated in the redesign of test cases for software module changes using C and Sybase. Configured and maintained Sybase SQL Server as it applied to related projects Developed and sustained a computer-tracking database written in Visual Basic use to track movement of all broken equipment and parts to and from respective vendors. Provide technical maintenance and support for (200) Windows95 workstations, (2) Windows NT workstations, and (1) propriety application. Maintained a primary T-1 circuit and back up 56K dial up connecting NCC Servers in Herndon, VA and Communication Room at Morris Brown College in Atlanta, GA. Maintained connectivity for Morris Brown College's Internet access via NCC and Uunet. Designed and provided training classes for all new Cyberlab users. Supervise connectivity and provided maintenance for all SNMP devices, which include: Cabletron Hubs; Cabletron Ethernet Switch, Cisco Routers, NetWare Servers, Windows NT Servers, and Kentrox CSU/DSU• Network Administrator for 250 user NetWare 4.1 LAN/WAN • Authored technical policies and procedures for troubleshooting issues. Maintain inventory control of on-line hardware and software, defective hardware, and spares equipment.

Scoutmaster Troop 1833 Soapstone Ridge at Atlanta Area Council Boy Scouts of America
January 2007 - Present

Dekalb Academy of Technology and the Environment
Board Member
June 2005 to Present

Databases
Operating Systems
Java Enterprise Edition
Unix Shell Scripting
Solaris
Web Services
SOA
Network Architecture
C++

Agile Methodologies
VMS
Application Architecture
Performance Management
Mobile Technology
Perl Script
Change Management
Supply Chain Management
jQuery UI
Weblogic Administration
Unix
Web Servers
SQL
.NET
Oracle
XML
Integration
SDLC
Weblogic
Testing

Morris Brown College
CIS, Computer and Information Science, 1992 - 1997
Activities and Societies: Technical Analysts for Cyber Lab CIS Computer Lab Coordinator

---

Football, Camping, Golf, Baseball, Paintball

George A. Jones

Manager / Technical Architect @ Accenture

2 people have recommended George A.

"George is very detail oriented Lead.He has very good technical knowledge.He has exceptional verbal and written communications and presentation skills.He has excellent interpersonal, organizational, and time management skills.He is versatile, flexible, and proactive when resolving technical issues. He is a people developer.Everyone love to work with George."

— **Nandita Hegde**, *Developer, Accenture*, worked directly with George A. at Accenture

"George is an extremely competent tech arch professional. His experience is apparent on a daily basis when leading his internal team and/or working directly with his client(s). He goes above and beyond his direct responsibilities while developing the skills of his fellow colleagues."

— **Carrie Hemsing**, *Consultant, Accenture*, worked directly with George A. at Accenture

Contact George A. on LinkedIn

REGINALD S. BARRINO

PROFENCIENCIES

* Strength in research, planning, scheduling and exhibiting organizational capabilities; assertiveness in the completion of assignments with timeliness and efficiency.

* Problem Isolation/Troubleshooting - Use of prudent judgment in decision making; gather, analyze, evaluate facts and evidence; draw logical conclusions and make sound recommendations.

* Interpret/relate quantitative data in relation to statistical findings; prioritizing multiple project assignments and meeting scheduled deadlines.

* Familiarity with functions and programs of State, National and Regional environmental organizations as well as applicable Federal, State and local environmental programs and policies.

*Knowledge and mastery of concepts in leading policy, regulatory, programmatic evaluation studies.

* Mastery of a wide range of innovative qualitative and quantitative methods for the assessment of toxic chemicals and their effect on human health and the environment.

* Customer-focused with capacity to foster positive rapport effectively meeting customer requirements and providing exceptional service.

EDUCATION

HOWARD UNIVERSITY

1985, BS in Chemical Engineering

EXPERIENCE

U.S. Environmental Protection Agency, Region 4

Enforcement Community Outreach/Environmental Justice Coordinator

10/09 – Present

Advocates for the integration of environmental justice (EJ) and coordinates the Region's enforcement activities to ensure they are effective, efficient and employ appropriate decision making techniques. Promote awareness of environmental justice by identifying and implementing tools which assess, address, and responds to inequitable environmental impacts. Assists in developing the Agency's environmental policy by advising Senior Management of opportunities to integrate environmental justice into the Regions enforcement and compliance assurance decision-making process. Provides leadership and direction in the coordination and implementation of the Region 4 EJ

Showcase Community Pilot in Jacksonville, Florida utilizing a proactive and integrated approach to organize efforts to address disproportionate environmental impacts across all Region 4 divisional programs, governmental, non-governmental and community-based organizations to improve environmental and public health outcomes in an areas consisting of predominantly low income and minority communities.

In collaboration with the U.S. Department of Justice, and State and Local Agencies, lead efforts for incorporating new approaches to address untreated sewage from aging collection systems, which is one the nation's cities most pressing infrastructure issues that leads to beach closures, advisories for consumption of fish and shellfish, and threats to public health. Provides leadership and direction in the multi-agency effort to engage and seek input from communities directly affected by enforcement proceedings involving cities throughout the Southeast United States.

In efforts to increase awareness and understanding of community engagement and EJ issues among EPA colleagues, assists with the development of the Agency training courses and workshops. These efforts exemplified the importance of cross-Division collaboration. "In house" training allows for a significant cost savings to the Region; serves as a great opportunity to foster cross-program understanding and respect by fellow employees for the challenging work that is done in various programs; and results in a clearer conveyance of EPA's mission of protecting public health and the environment from a "One" EPA approach.

Provides mentorship and leadership to students studying science and engineering from diverse cultural backgrounds, as a part of EPA's Greater Research Opportunity for Undergraduate Environmental Study intern program. These efforts have allowed the Region to continue to make strides in maintaining and broadening opportunities for, and enabling internships of all students, including women, men, minorities and persons with disabilities, which are all essential to the health and vitality of science and in particular, the environmental enterprise.

U.S. Environmental Protection Agency, Region 4

National Environmental Performance Track Coordinator

04/04- 09/09

Responsible for managing all aspects of program operations, implementation, member services, and outreach and recruiting, as well as, ensuring that program objectives were achieved within the time frame assigned. The National Environmental Performance Track Program was the Region's flagship innovation program for recognizing and encouraging high-performing environmental leaders who go beyond compliance. In support of the Region's Energy and Climate Change initiative worked to encouraged Performance Track members to reduce greenhouse gas emissions, conserve resources and to operate more energy efficiently. With its emphasis on quality measurement, the program yields clear environmental results in both areas of EPA's regulatory responsibility and unregulated areas.

U.S. Environmental Protection Agency, Region 4

Clean Air Act Technical Authority

09/97- 04/04

Serves as the technical expert for regulatory issues related to the Clean Air Act and the Emergency Planning and Community Right to Know Act. Provides leadership and advice related to human resource issues, diversity, and the quality of work life goals, through active membership on the Employee Leadership and Advisory Council. Advises and assists the Regional Administrator in developing effective policies, strategies and programs as well as assist in lending the Agency's efforts for organizational development; workforce development, planning and career management in a manner which avoids issues in the areas of diversity, and cultivates a positive workforce environment. Serves as the focal point of expertise in the development of compliance and enforcement program priorities for environmental media including analyses and assessments of the environmental risks and problems encountered environmental databases and risk models. Provides comprehensive assessments of national compliance and enforcement strategies and policies affecting regional goals, priorities and programs. Develops and utilize creative or unconventional analytical techniques to conduct studies, evaluate results, and interpret strategies for addressing complex issues which impact compliance and enforcement goals in obtaining reductions in environmental stressors and releases. Implements efforts to promote and gain effective partnerships with various stakeholders to leverage resources and obtain consensus by initiating programs which assist in finding solutions to Agency environmental problems.

U.S. Environmental Protection Agency, Region 4

Chief, North Compliance Unit

Air Enforcement Branch

02/92- 09/97

Manages a group consisting of engineers, scientists, and technicians, to accomplish the overall mission of the Agency. Analyzes and evaluates management plans, goals, and objectives, addresses resource issues in order to, make recommendations and final determinations regarding the final content, timing, and ongoing applicability of management approaches. Implements an integrated a plan to ensure the effective use of available resources required for accomplishing missions specified by National and Regional guidance. Facilitates implementation of effective problem solving techniques in areas related to personnel and budget issues. Provides technical assistance and support to stakeholders as they were in the process of developing an annual program plan to ensure they were in compliance with environmental requirements. Conducts complex negotiations with stakeholders to develop approvable pollution control strategies and schedules. Coordinates enforcement activities with a representative from Regional Counsel to issue actions against any company violating environmental statutes. Reviews and approves complex investigative reports prepared by subordinates for technical accuracy, completeness, and adherence to policies and procedures. Serves as coach for several self-directed work teams as well as facilitated ad hoc work teams. Promotes and demonstrates a strong commitment to workforce diversity in the area of recruiting, hiring, supervising, and motivating staff by developing and implementing innovative curricula for cross training/retraining and demonstrated a strong commitment to workforce diversity in the area of recruiting, hiring, supervising, and motivating staff by developing

and implementing innovative curricula for cross training/retraining and continuing education in support of Agency mission.

U.S. Environmental Protection Agency, Region 4
Equal Employment Opportunity Counselor
10/90- 09/92

Develops flexible and immediate solutions to problems to ensure that all disciplinary actions taken by management in harmony with merit system and EEO and Civil Rights policies and regulations. Evaluates effectiveness of the EEO program and made recommendations to the EEO Manager on program effectiveness and recommended changes or improvements to personnel practices and other management activities which impact EEO activities. Analyzed discrimination complaints to identify problems and to develop processes and procedures which would render the EEO program more effective. Interprets and explains personnel policies to Agency personnel and analyzed regional statistical data on formal EEO complaint trends. Investigates EEO complaints, to determine what course of action should be taken by the agency. Interviews witnesses, analyzed evidence, negotiates settlements in collaboration with Agency officials in a manner which settled disputes quickly and efficiently.

U.S. Environmental Protection Agency, Region 4
Environmental Engineer
03/86- 02/92

Conducts field investigations/audits and provides technical advice and assistance on environmental problems to regulated customers. Serves as liaison between regulatory customers and Agency stakeholders with regards to determining which environmental incentives and innovative technologies would efficiently achieve environmental goals. Performs scientific evaluations and reviews, evaluates plans and specifications for environmental compliance pollution prevention/reduction activities. Creates technical reports, brochures, training material and press releases. Interprets environmental regulations and responds to internal and external inquiries on environmental issues.

AWARDS

- The Atlanta Federal Executive Board Outstanding Partnership Award - May 8, 2008.
- Bronze Medal for Outstanding Performance - July 18, 2012
- Special Act Awards (30) – March 1986 - Present
- Annual Diversity Awareness Award Nominee – November 1, 2012
- National Bronze Medal Honors Award – August 20, 2015
- Bronze Medal Award for Outstanding Performance – August 19, 2015

Michael L. Spradling, Jr

Summary

- Demonstrated achievements with exceptional knowledge business practices
- Passionate about continued learning
- Skilled at communicating ideas clearly and effectively and working well under pressure

Education

Completion of Intensive IT A+, Networking and MCSE Training Program *1999*
***Ameritrain**, Atlanta, Georgia*

Diploma *1987*
Lakeside High School, Atlanta, Georgia

Career History & Accomplishments

Treasurer (Board of Directors), *Dekalb Academy of Technology and Environment* *2010-Current*

- Works as a liaison between board members, CFO/CPA and CEO/Headmaster.
- General oversight of the school's budget and expenses.
- Spearheads fundraising and corporate partnership efforts

Co-Founder, President and CFO, *MMC Automotives, LLC/Goodyear* *2008-Current*

- Manages day to day company financials
- Responsible for accounts receivables/payables
- Responsible for Human Resources issues to include payroll management
- Responsible for day to day marketing/advertising campaigns
- Responsible for outside sales and supplies procurements

Founder, President and CEO, *Ground Trip Transportation Service, LLC* *2001-2008*

- Responsible for all operational aspects to include chauffeur, vehicle maintenance/detailing, reservations agent, vehicle/chauffeur scheduling
- Managed day to day company financials
- Responsible for account receivables/payables
- Responsible for Human resources issues to include payroll
- Responsible for day to day marketing/advertising campaigns
- Responsible for client relations
- Responsible for outside sales

President, *Columbia Square Homeowners Association* *1999-2001*

- Instrumental in overseeing the day to day property management
- Liaison between board of directors and homeowners
- Overseer of all on-site construction projects
- Instrumental in the creation, inception and management of the budget
- Delegated authority amongst other serving board and committee members

City Letter Carrier, *United States Postal Service* *1997-2002*

- Worked in several area of Metropolitan Atlanta.
- Management and daily delivery of a residential/commercial U.S. Mail route averaging a minimum of 850 deliveries

HM2 (SW)/E-5 Surgical Technician, *United States Navy* *1987-1997*

- Managed three orthopedic surgical suites and seven surgical technicians
- Managed an operating budget of approximately $450,000
- Leading Petty Officer for Century Sterile Supply
- Responsible for ordering supplies and equipment
- (ESWS) Enlisted Surface Warfare Specialist qualified

Memberships & Affiliations

- Board member for Morale Welfare and Recreation Committee U.S. Navy Norfolk, VA and Charleston, SC
- Serve on the Stewardship committee at Greenforest Community Baptist Church Decatur, GA
- Member of Prince Hall Masonic Lodge #46 and its affiliates Charleston, SC
- Serve as Treasurer on the board of directors for D.A.T.E. Academy Stone Mountain, GA
- Head Coach youth football at Glenwood Hills Football and Cheerleading Youth Association Decatur, GA
- Assistant coach youth basketball and soccer for ATLiens youth sports association Decatur, GA
- Member of the Atlanta Metropolitan Black Chamber of commerce
- Member of the National Limousine Association Chicago, IL

Faye L. Garrett

Summary

An educator with more than thirty years of experience in various fields of education. Providing students the opportunity to engage in instructional experiences that prepares them to be successful in the world marketplace.

Highlights

Professional Learning	Education Consultant
Tutorial Services	Mentoring
Community Outreach	Leadership Development

Experience

Tutorial Services at Decatur Housing Authority - August 2007 to present
Assistant Superintendent/City Schools of Decatur - August 1996 - June 2007
Principal/Glennwood Elementary - August 1994 - June 1996
Teacher/Fifth Avenue Elementary - August 1974 - June 1994

Education

Education Leadership:	University of Georgia Athens, Georgia
Master of Education:	Georgia State University Atlanta, Georgia
Bachelor of Arts:	Emory University Atlanta, Georgia

References:

Provided Upon Request

TONI BOOTH-COMER

SUMMARY OF QUALIFICATIONS: Dynamic individual with over twenty years diversified experience in customer service and business administration. Highly motivated, intuitive, results-focused individual who is able to generate new ideas, analyze and resolve challenges. Strongly embraces challenges and building strong business relationships. Work well in a team setting or alone. Have excellent interpersonal skills with the ability to communicate effectively, in writing and verbally, as a professional business analyst. Experienced ability to interface and consult with all echelons of management.

CITY OF ATLANTA, GEORGIA
DEPARTMENT OF LAW
Contract Administrator/ Claim Investigator 3/12-Present

- Responsible for management of ongoing watershed contracts in Watershed Division in the legal department.
- Investigate and review claims submitted to the City of Atlanta via the Mayor and Council President office
- Manage administrative staff, provide advice and assistant
- Conduct claims investigations, strategically negotiate settlements
- Responsible for submitting legislation to City Council for approval of denied or approved claims
- Collaborates with management and staff to retain high performing work experience

Business/Project Manager 3/11-3/12

- Planned organized and facilitated training programs for staff and strategic planning sessions for management; conducted training on ERP financial system.
- Determined propriety of funding and certified fund availability. Recorded, reconciled and verified entries into automate systems based on accounting documents.
- Assumed responsibility to oversee and manage contract process
- Served as the primary Liaison to the Procurement Department and other out-stationed employees for contract requirements, procedures and resolution of problems
- Provide feedback to the Chief Information Officer and Deputy regarding contract procedures, policies and resolution of contracting problems
- Collaborate with program managers in identifying contracting needs, estimating costs, developing Work Statements and other documentation for submission to the Procurement Department
- Selection of contractors and establishing contractor monitoring strategies
- Maintain a centralized data base on contract activity in the department, and provide such data when requested by higher level management. Such data will include the number and nature of contract assignments, number of contracts, cost of contract, and possible assessment of contract performance
- Participate in the evaluation of contract proposals, contract negotiations and contractor selections

CITY OFATLANTA, GEORGIA
DEPARTMENT OF INFORMATION TECHNOLOGY
Business Manager/Budget Analyst 10/07-3/11

- Human Resources Manager. Responsible for day-to-day office business functions
- Developed and managed departmental budget; developed monthly and quarterly budget reports; manage the budget process, financial research, and analysis
- Successfully implemented new contract software for tracking and improving management of IT contracts across the City
- Developed a centralized database on contract activity for the IT department working with Procurement
- Participated in the evaluation of contract proposals, contract negotiations, and contractor selections
- Prepared and approved documents for submission to Procurement and Finance; Coordinated with program managers proposing and initiating actions to address poor performing or non-performing contractors
- Responsible for human resources procedures and processes, to include payroll, staff leave and timekeeping via Kronos and Oracle Business Suite technology software
- Recommended new hires and promotions, developed job descriptions, performance measurements and training program for administrative staff
- Managed the performance evaluation program to ensure effective compliance and equity within the department; Oversaw the department's newsletter, staff recognition program, and update website
- Supervised the maintenance of employees' records, invoicing, payment control work processes, and monitor purchasing
- Represented the Chief Information Officer (CIO) at high level management meetings
- Served as departmental communications Public Information Officer and direct liaison with the Mayor's Communication Director
- Reviewed contracts and work product of others to ensure compliance with standards;
- Facilitated and recommended disciplinary actions combined with demonstrated knowledge and proven experience in management principles
- Ensured conformance with federal and state laws governing various aspects of human resources
- Identified and analyzed problems through data and information to evaluate alternatives and recommended solutions

FULTON COUNTY GOVERNMENT 7/99-10/07
OFFICE OF THE COUNTY ATTORNEY
Office Manager/Administrative Coordinator III

- Managed the business office processes for the legal department for Fulton County Government; yearly auditing of cash management, budget, and procurement
- Supervised the administrative staff; including, established workloads, evaluated staff performances, mediated and resolved staff conflicts, and administered disciplinary action as required
- Developed performance measurements for assigned staff
- Successfully performed the duties of the position to include experience in processing formal complaints including writing acceptance/dismissal letters and final agency decisions; applying EEO concepts, principles, laws, regulations and policies, and relevant precedent decisions to resolve EEO issues related to assigned program area(s) and to make recommendations for decision; and experience in writing reports and providing

recommendations.

- Processed all personnel payroll using Oracle Business Suite; Approved staff leave and timekeeping via mainframe
- Assumed responsibility for the formulation of all operating budgets and worked with management to determine multi-year financial obligations
- Ensured the completion and accuracy of all travel and training documents for legal staff, as well as out-of-town witnesses and case experts
- Managed department budgets which entailed being responsible for procurement, payables and invoices and the operations of facility/building maintenance
- Worked closely with the Finance, Purchasing, Information Technology and Personnel Departments
- Evaluated, recommended, implemented, and assisted in establishing policies and procedures
- I.T. coordinator by overseeing all technical problems, troubleshooting pc, printer, copier, case management software database issues, and VOIP equipment for the department
- Carried out directives of the County Attorney, County Manager, and Board of Commissioners
- Maintained effective working relationship and communication within other judicial branch agencies, officials, and the public;
- Worked closely with Finance, Risk Management, Purchasing, I.T., Communications and Personnel Departments
- Regularly collaborated with the County Attorney and other agencies
- Determined departmental needs and established action plans necessary to sufficiently accomplish task
- Planned projects, established time lines, managed multiple projects, and monitored and controlled competing priorities and critical deadlines

FULTON COUNTY GOVERNMENT 7/98-7/99
OFFICE OF THE COUNTY ATTORNEY
Atlanta, Georgia
Legal Assistant

- Provided administrative support and assisted attorneys with preparation for trials, motion hearings, and all other such court appearances and depositions
- Communicated with other agencies, court clerks, and the judges' case managers concerning cases
- Maintained accurate files and recorded legal information

EDUCATION

VILLANOVA UNIVERSITY, PA
Master Certification

- Contract Management
- Professional Development

MERCER UNIVERSITY, Macon, Georgia
Bachelor of Arts Degree
Major- Political Science, Minor- Psychology

- Opportunity Scholar; Freshman Orientation Coordinator
- Resident Advisor and post housing supervisor
- Student Government Committee Chair; Pan-Hellenic President, Vice President

- Assisted in development of program for unwed teenage mothers to stay in school
- Participated in training and mentoring teens in basic job, education tutoring and life skills

PROFESSIONAL DEVELOPMENT

GOVERNMENT CONTRACTING, MASTER CERTIFICATION, Villanova University, 2010
Essential government contract management

PROJECT MANAGEMENT-SKILLS FOR SUCCESS, International Learning, 2010
Successful preparation for PMP Certification and project management skills course

OPPORTUNITY DEVELOPMENT/DIVERSITY EDUCATION, Georgia State University, Atlanta
Certificate of Completion, Professional Women Series Re-Energizing in the Workplace, 2006

MANAGERIAL MEDIATION, Georgia State University, Atlanta, Georgia
Certificate, Managers' conflict resolution and discrimination prevention, 2005

THE MANAGEMENT CONFERENCE- HUMAN RESOURCES, Atlanta, Georgia
Certificate, Management and Supervisory Skills, 2004

NATIONAL BUSINESS LEADERSHIP ASSOCIATION, Atlanta, Georgia
Certificate, Leadership and Management Skills for Women, 2000

PROFESSIONAL ASSOCIATIONS

Board of Directors - DeKalb County Academy of Technology and Environment Elementary and Middle Charter School

- Board Advisor – Charter School Capital Campaign Fund
- Parent Room Advisor – support teachers in classrooms with field trips and other needs
- Special Events Volunteer and Coordinator
- Participate and support Parent Teacher Organization (PTO)

Member, International Association of Administrative Professionals (IAAP)

Member, DELTA SIGMA THETA SORORITY, INC.

National Association of Professional Women (NAPW)

Everyone Wins! Elementary School Reading Mentor – 3rd through 5th graders

HONORS, AWARDS AND RECOGINITIONS

2012-2015, Reading Mentor Annual Recognition, Everybody Wins! Elementary Literacy Program, Atlanta, Georgia

March 2008, Mayor Shirley Franklin's Award, Outstanding Achievement – "Women and the Art of Good Government", National Women's History Month

2000-2006, Who's Who of American Women; Service Awards for volunteering and teaching;

2005, Fulton County Employee of the Year, County Attorney's Office

2005 & 2002, Fulton County Employee of the Quarter, County Attorney's Office

L. K. Franklin

OBJECTIVE: Experienced professional seeking to obtain a challenging, growth-oriented position where I can effectively utilize my knowledge of accounting and customer services skills.

SUMMARY OF SKILLS:

- Accounts Payable Processes & Management
- Invoices/Expense Reports/Payment Transactions
- Corporate Accounting & Bookkeeping
- Government Regulations
- Vendor Negotiations & Management
- Electronic Billing system
- Records Organization & Management
- Journal Entries & General Ledger
- Teambuilding & Staff Supervision
- Spreadsheets & Accounting Reports

TECHNLOGY SKILLS:

Microsoft Office Applications (Word, Excel, PowerPoint, and Publisher, Lotus 1-2-3, Quick Books, Elite, and Donovan

WORK EXPERIENCE

2002-2009 Billing Specialist, BBDO Atlanta

* Resolved backlogged work
* Researched and solved billing problems and correct invoicing
* Performed weekly quality assurance audits for billing of major clients
* Effectively trained accounts payables coordinators on policy and procedures
* Processed payment for over (10000+) invoices on a monthly basis
* Worked closely with Account Management Team to reconcile all open jobs
* Maintained total outstanding payable balance, including collection of outstanding credits
* Prepped for audit on clients such as AT&T under strict deadlines

2004-Present Secretary, Browns Mill Park (Volunteer Work)

* Support the President of the Association
* Generate monthly report for the Board of Directors
* Work as the liaison for DeKalb County Parks and Recreation.
* Mange all correspondence email and contracts
* Organize and update all websites information
* Maintain all financial records for end of the auditing

1998-2002 Accounts Contracts/ Receivables, Equifax Information Services LLC

* Document proofed checks and moneys for deposit and coordinated with other departments to resolve problems with checks that failed to clear.
* Call Center monitoring for quality control on a auto dialer
* Reviewed legal agreements for account errors to maintain accurate documents.
* Posted receivables to electronic spreadsheet (Lotus 1-2-3) and month-end journal entry
* Audited documents to include expense reports, invoices, and check requests for payment.
* Collected on commercial past due accounts

1996-1998 Customer Services Supervisor, Wal-Mart

* Supervised customer services associates
* Assisted customer with returns
* Effectively answered all customer services calls

EDUCATION

Troy State University
BS, Business of Administration

Appendix I

Charter School Governance Decision-Making Matrix

D.A.T.E. Charter School	D.A.T.E. Board of Directors	Actual NGB Authority and *How* and *When NGB* Authority will be Implemented	School Mgmt Authority	*Actual Mgmt Authority and How* and *When* Mgmt Authority will be Implemented
Personnel Decisions	Selection of the C.E.O./Headmaster, evaluates the school leader (LKES), and approves recommendations of hiring and termination of all faculty and staff. Reviews Highly Qualified Teachers that must be employed at the charter school for each academic calendar year as well as certified paraprofessionals and trained non classified/certified staff.	The Governing Board will give the CEO/Headmaster a formal evaluation at least annually. This evaluation is designed to hold the leader accountable for successful implementation of the personnel decisions, including successful ratings of LKES Domains: School Climate Surveys, Student Attendance, and Retention of Effective Teachers	C.E.O. is responsible for selecting Principals and principals are requires to select teachers for each school. C.E.O. and School Leadership provides Input on principal and faculty goals, feedback on principal and faculty performance, evaluation of teachers/leader (LKES/ TKES), type and qualifications of all positions, requirements for substitutes, attributes and qualifications for school administrative positions	C.E.O., Principals, and other school leaders will be evaluated using the State Adopted Evaluation Tool, Leader Keys Effectiveness System (LKES)and Teacher Keys Effectiveness Systemt (TKES). The CEO/Headmaster is responsible for conducting the evaluation of the Principals and Directors, while Principals are respponsible for evaluating teachers and reporting on those evaluations to the Board on at least an annual basis.
Financial Decisions and Resource Allocation	The school board will approve the budget set by CEOby July 1 with prioritites that are aligned with school improvement plan, final school budget approval, establish financial policies and standard operating procedures, as well as bond ,	Develop measures of performance in strategic oversight, accountability, monitoring and evaluating performance using Georgia Accounting Principles(GAAP) as prescribed by the Governmental Accounting Standards Board (GASB). Monthly Summary financial Statement Reports will be reviewed by the finance committee and the board	CEO and CFO provides recommendations for the school budget, including number and type of personnel, curriculum costs, supply costs, equipment costs and maintenance and operations costs, review bond covenant monthly, especially	CEO and CFO will monitor monthly finance, including details statements of activities budget overview and the governmental wide financial statements and fund financial statement, and monthly trend. CEO and CFO will work will conduct pre-audits in determining any nonconforming policies and practices, followed by complete yearly audit. The major government funds will be reviewed monthly to to focus upon the determination of financial resources , their balances, sources and use.

Curriculum and Instruction	D.A.T.E. Board of Directors will select and approve technology and environmental curriculum , IBO program, and other programs that support and enhance student achievement and mission of the school	Governing Board will review total student performance on Georgia Performance and National Assessments (Milestones and ITBS) to determine implementation of Georgia Standards of Excellence Curriculum	C.E.O. and Leadership team will monitor curriculum indicators, program, and assessments to ensure mastery levels according to listed school objectives	Leadership team will review lesson plans, Student Longitudinal Data, review DAFY (Daily Analysis for school Year …, and have meetings weekly to ensure that teachers are implementing standards, reteaching, and effective teaching and learning learning is ongoing. Staff Development Plan will also be implemented and monitored to ensure curriculum revisement and intent.
Establishing and monitoring the achievement of school improvement goals	Board of Directors will approve charter petition and sand provide oversight of its academicc/orgnizational goals and implementation, hold C.E.O.accountable for implementation and timeline, evaluate success and make revisions as needed.	The Board shall engage in an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans. As noted above implementation of the charter is part of the regular evaluation of the school leader.	The CEO will work closely with leadership and `team to understand the negotiables and nonnegotiable, academic goals, organizational goals, and other requirements that must be met in charter. This will be contacted in TKES/LKES targeted goals and monitored.	The Principals will review teachers' weekly and montly data" academic, climate, and teaching methods /strategies upon implementation of curriculum and school goals/objectives. TKES/LKES will be implemented to rate the effectivveness measures of teachers and leaders.
School Operations	D.A.T.E. Board of Directors will ensure safety of students first, with adoption of DeKalb/D.A.T.E.Code of Conduct, ensure Safety protocols are in place, and create polices for the transparent and effecient monitoring of academic, climate, and human capital.	As a school entering its 11th year as a DeKalb County charter school most of the higher level operations, procedures, handbooks, etc. have been established either as part of the charter or have long been in existence. Nevertheless the Board - at its planning meeting reviews any operational or policy changes that are recommended by the leadership team.	CE0 and leadership will monitor day to day affairs to ensure operations are efficient and maintained at high levels.	C.E.O. and Leadership Team will implement and monitor Code of Conducts, School Safety Plan, and FEMA (Emergency Plan and Evacuation Site, along with monthly school culture check forms. Feedback will result in student, teacher and parent surveys and climate operation inventory.

Appendix J

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

CONTROL NUMBER: 0457015
EFFECTIVE DATE: 09/24/2004
JURISDICTION : GEORGIA
REFERENCE : 0024
PRINT DATE : 09/27/2004
FORM NUMBER : 311

SMITH GAMBRELL & RUSSELL LLP
REBECCA SAFERSTEIN
1230 PEACHTREE ST NE STE 3100
ATLANTA, GA 303093592

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

LITHONIA ACADEMY OF TECHNOLOGY AND THE ENVIRONMENT, 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

Control No. **0457015**

STATE OF GEORGIA

Secretary of State

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

CERTIFICATE OF AMENDMENT

NAME CHANGE

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

LITHONIA ACADEMY OF TECHNOLOGY AND THE ENVIRONMENT, INC.

a Domestic Non-Profit Corporation

has filed articles/certificate of amendment in the Office of the Secretary of State on **09/27/2006** changing its name to

DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONMENT, INC.

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

WITNESS my hand and official seal of the City of Atlanta and the State of Georgia on September 27, 2006

Cathy Cox
Secretary of State

Appendix K

D.A.T.E Board Positions, Responsibilities, and Current Members

Lillie Pleasant (Parent Representative) - Board Chair - Responsibilities include: Supervising and ensuring that all orders and resolution of the Board of Directors are carried into effect, shall supervise and direct management and operation of Corporation.

Lakeio Franklin (Parent Representative) - PT0 President - Responsibilities include: Serving as Parent Liaison between PTO and Board of Directors.

George Jones (Parent Representative) - Treasurer - Responsibilities include: Administer and monitor the budget with CFO & CEO; Ensure Board Policies are being followed; Ensure audited financial statements are presented to the Board; Chair the Finance Committee; and, Review of actions related to the Board's financial responsibilities. Serves as a member of Capital Campaign Committee.

Michael Spradling (Parent Representative) - Secretary- Responsibilities include: Attend all Board of Directors' meetings and record all votes, actions, and the minutes of all proceedings; Give all required notices related to Board meetings; and, Maintain the corporate seal. Serves as a member of Capital Campaign Committee.

Judge Vincent Hill (Parent Representative) - Responsibilities include serving as a legal advisor to the Board in reviewing policies and legal matters that arise before the board including advising the Board when outside counsel is recommended.

Tony Comer (Parent Representative) - Responsibilities include supervising and working with fundraising /Capital Campaign efforts.

Reginald Barrino (Environmental Specialist) Appointed - Responsibilities include providing recommendations and support/review of environmental issues/curriculum and programs.

Faye Wilson (Education Specialist) Appointed – Responsibilities include providing recommendations and support for educational initiatives and programs and innovations.

Vacant (Technology Specialist) Appointed - Responsibilities include providing recommendations and support for technology initiatives and programs, as well as recommendations on innovations.

Appendix L

BYLAWS

OF

DEKALB ACADEMY OF TECHNOLOGY AND ENVIRONMENT CHARTER SCHOOL, INC.

ART1CLE 1

Name and Offices

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

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

ARTICLE 2

Purposes, Objectives and Governing Instruments

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

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

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

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

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

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

ARTICLE 3

Board of Directors

3.1 Authority and Responsibility of the Board of Directors.

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

Member 1 Representative of the PTO to serve 3 year term

Member 2 An Educator to serve 3 year term

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

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

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

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

3.3 Term: Appointment Process. Each Board of Director of the Corporation shall serve from June1 of the school year through May 31 of the third year following said school year (each such period, a "term")All members shall serves at-large to the D.A.T.E. Members of the Board may succeed themselves if re-elected or re-appointed. Not less than sixty (60) days prior to the beginning of each school year of the D.A.T.E. the Board of Directors shall pursuant to Section 3.2 complete its deliberations and appoint the technology member as well as the environmental member for the upcoming term, in each case describing the qualification applicable to these two appointees. If the Board of Directors fail to exercise its power of appointment with respect to any directors prior to the beginning of the applicable term for such directorship(s), the number of directors comprising the Board of Directors shall be reduced not to include such directorship(s), until such time such organization exercise its power of appointment.

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

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

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

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

ARTICLE 4

Meetings and Action of the Board of Directors

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

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

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

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

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

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

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

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

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

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

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

ARTICLE 5

Notice and Waiver

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

(a) When received or when delivered, properly addressed, to the addressee's last known principal place of business or residence.

(b) Five days after its deposit in the mail, as evidenced by the postmark, if mailed with first-class postage prepaid and correctly addressed; or

(c) On the date shown on the return receipt, if sent by registered or certified mail, return receipt requested, and the receipt is sited by or on behalf of the addressee.

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

ARTICLE 6

Officers

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

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

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

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

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

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

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

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

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

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

6.9 Secretary,

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

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

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

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

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

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

ARTICLE 7

Committees of Directors

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

7 2 Finance Committee. By resolution adopted by a majority of the Directors then in office, the Board of Directors will designate from among its members a finance committee, which shall consist of three (3) or more Directors or as described in section 7.2. The finance committee is primarily to privide finanical oversight for the D.A.T.E.

7 3 Education Committee By resolution adopted by a majority of the Directors then in office, the Board of Directors will designate from among its members a education committee, which shall consist of three (3) or more Directors and the education representive.

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

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

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

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

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

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

ARTICLE 8

Contracts, Checks. Deposits and Funds

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

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

8 .3 Deposits. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such federally-insured banks, trust companies, or other depositories as the Board of Directors may select

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

ARTICLE 9

Indemnification and Insurance

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

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

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

ARTICLE 10

Miscellaneous

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

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

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

10. 4 Internal Revenue Code. All references in these Bylaws to sections of the Internal Revenue Code shall be considered references to the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any applicable future federal tax law.

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

ARTICLE 11

Amendment

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

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

Appendix M

Name & Title: Linda Pleasant / Board Chair
Proposed Charter School: [illegible] of Technology and the Environment
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) X 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

7.31.2015
Date

Name & Title: George A. Jones
Proposed Charter 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) GAJ 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

7/27/2015
Date

DeKalb County School District

DeKalb County School D[illegible]
GOVERNING BOARD MEM[illegible]

Name & Title: Reginald Barrion
Proposed Charter School: D.A.I.E.
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) RB I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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

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

Reginald Barrion
Signature

7-29-15
Date

Name & Title: Michael L. Spradling BOD Secretary
Proposed Charter School: DeKalb Academy of Technology & the Environment
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) _____ 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

7/27/2015
Date

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

Name & Title: Faye L. Garrett D.A.H.A.
Proposed Charter 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) X I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

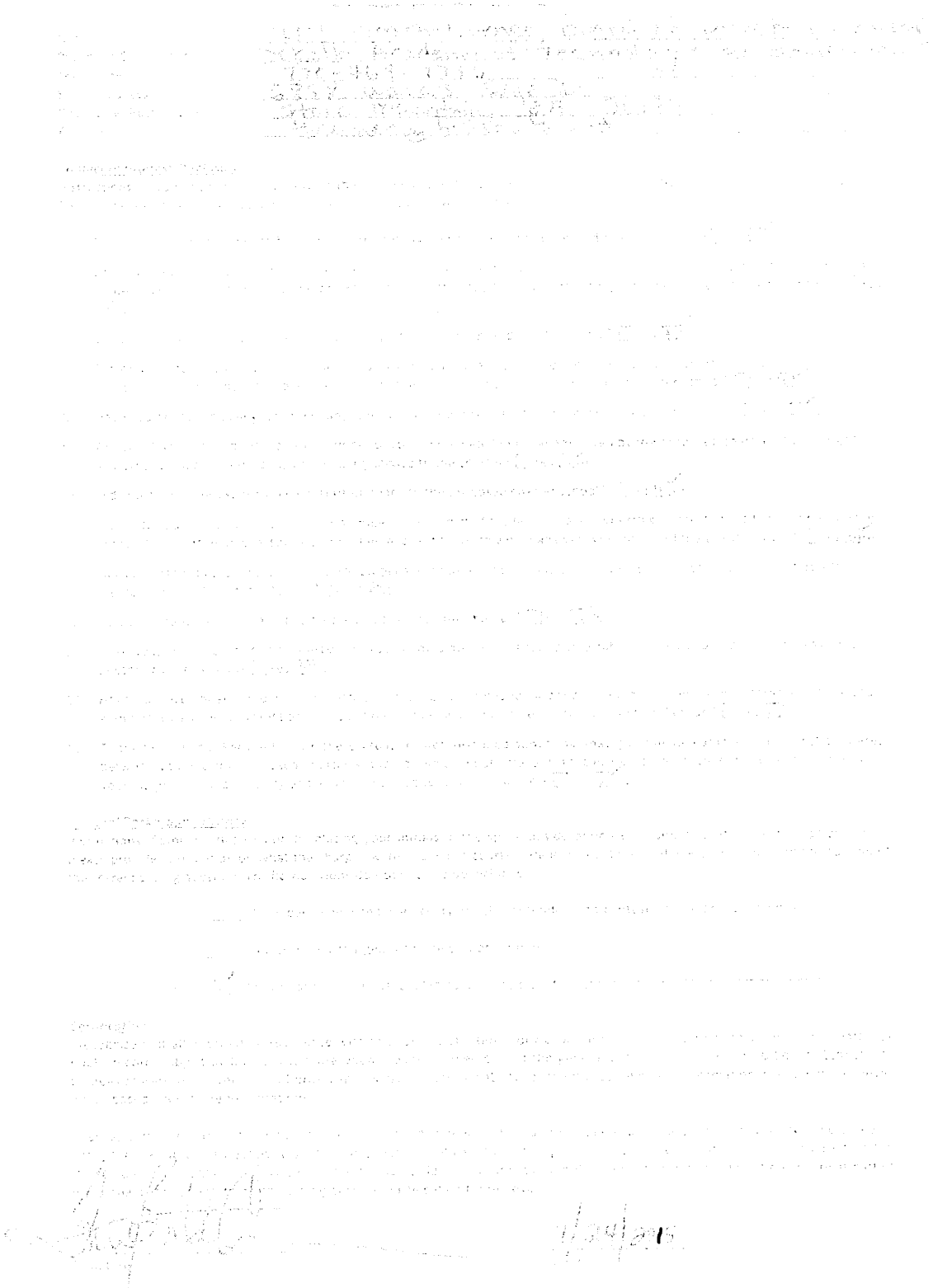
Certification

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

July 27, 2015
Date



DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Lakeia Franklin PTO President
Proposed Charter School: DeKalb Academy of Technology and Environment Charter
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) LF 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 8/1/15

Name & Title: Vincent Hill, Administrative Judge
Proposed Charter School: DeKalb Academy of Technology and the Environment
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) _X_ 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

7/24/2015
Date

Appendix N

5 YEAR BUDGET PROJECTION

School Name: DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONME	FY 2016		FY2017		FY2018		FY2019		FY2020		FY2021		
	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													Notes
Number of Students			749		753		758		760		760		
Facility Square Footage			65000		65000		65000		65000		65000		
Number of Full Time Employees			59		59		59		59		59		
Full Time Employees (eligible for benefits)			55		55		55		55		55		
Number of Administrators			5		5		5		5		5		
Number of Teachers			31		31		31		31		31		
Number of Other Instructional Staff			18		18		18		18		18		
Number of Clerical Staff			5		5		5		5		5		
Number of Maintenance Staff			5		5		5		5		5		
Number of Food Service Staff			0		0		0		0		0		
Student Teacher Ratio			24.16129032		24.29032258		24.4516129		24.51612903		24.51612903		
Revenue Per Pupil (State and/or Local)			$ 8,245.09		$ 8,409.99		$ 8,578.19		$ 8,749.76		$ 8,924.75		
Average Teacher Salary	$48,007		$48,967		$49,946		$50,945		$51,964		$53,004		
REVENUES													
State and/or Local Revenue (Rev Per Pupil*# of students)	$0		$6,175,572	97.7%	$6,332,724	97.6%	$6,502,269	97.6%	$6,649,814	97.5%	$6,782,810	97.4%	
3% District Administrative Fee (Explain any changes in notes)	$0		($185,267)	-2.9%	($189,982)	-2.9%	($195,068)	-2.9%	($199,494)	-2.9%	($203,484)	-2.9%	
Meal Fees	$0		$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Before/After Care			$214,200	3.4%	$218,484	3.4%	$222,854	3.3%	$227,311	3.3%	$231,857	3.3%	
Capital Campaign			$20,000	0.3%	$25,000	0.4%	$30,000	0.5%	$40,000	0.6%	$50,000	0.7%	
Extra-Curicullar Activities			$96,900	1.5%	$98,838	1.5%	$100,815	1.5%	$102,831	1.5%	$104,888	1.5%	
Interest Income			$160	0.0%	$170	0.0%	$180	0.0%	$190	0.0%	$200	0.0%	
				0.0%		0.0%		0.0%		0.0%		0.0%	
				0.0%		0.0%		0.0%		0.0%		0.0%	
				0.0%		0.0%		0.0%		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	**$0**		**$6,321,565**		**$6,485,234**		**$6,661,050**		**$6,820,652**		**$6,966,271**		
EXPENSES													
PERSONNEL													
Principal		#DIV/0!	$498,940	8.0%	$508,919	7.9%	$519,097	7.9%	$529,479	7.8%	$540,069	7.9%	
Social Services (Social Worker/Counselor/Nurse)		#DIV/0!	$111,025	1.8%	$113,246	1.7%	$115,510	1.8%	$117,821	1.7%	$120,177	1.7%	
Technology Support		#DIV/0!	$133,555	2.1%	$136,226	2.1%	$138,951	2.1%	$141,730	2.1%	$144,564	2.1%	
Teachers	$0	#DIV/0!	$1,517,980	24.3%	$1,548,340	23.9%	$1,579,307	24.1%	$1,610,893	23.7%	$1,643,111	23.9%	
Arts/PE/Comp Sci		#DIV/0!	$362,044	5.8%	$369,285	5.7%	$376,671	5.7%	$384,204	5.6%	$391,888	5.7%	
Athletics/Extracurricular Coaches		#DIV/0!	$102,000	1.6%	$104,040	1.6%	$106,121	1.6%	$108,243	1.6%	$110,408	1.6%	
Guidance Counselor		#DIV/0!	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Special Education Teacher		#DIV/0!	$62,204	1.0%	$63,448	1.0%	$64,717	1.0%	$66,011	1.0%	$67,332	1.0%	
Office Manager		#DIV/0!	$40,310	0.6%	$41,116	0.6%	$41,939	0.6%	$42,777	0.6%	$43,633	0.6%	
Office Assistant		#DIV/0!	$61,704	1.0%	$62,938	1.0%	$64,197	1.0%	$65,481	1.0%	$66,790	1.0%	
Business manager		#DIV/0!	$50,494	0.8%	$51,504	0.8%	$52,534	0.8%	$53,585	0.8%	$54,656	0.8%	
Maintenance		#DIV/0!	$145,707	2.3%	$148,621	2.3%	$151,594	2.3%	$154,625	2.3%	$157,718	2.3%	
Food Service		#DIV/0!	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Retirement Benefits		#DIV/0!	$460,341	7.4%	$506,160	7.8%	$547,404	8.3%	$558,352	8.2%	$569,519	8.3%	
Health Benefits		#DIV/0!	$344,938	5.5%	$351,836	5.4%	$358,873	5.5%	$366,051	5.4%	$373,371	5.4%	
FICA		#DIV/0!	$83,360	1.3%	$85,027	1.3%	$86,728	1.3%	$88,462	1.3%	$90,231	1.3%	
Other Payroll Expenses/Taxes		#DIV/0!	$66,432	1.1%	$67,762	1.0%	$69,115	1.1%	$70,498	1.0%	$71,909	1.0%	
Paraprofessional		#DIV/0!	$107,903	1.7%	$110,061	1.7%	$112,262	1.7%	$114,508	1.7%	$116,798	1.7%	
		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Personnel	**$0**	**#DIV/0!**	**$4,148,937**	**66.5%**	**$4,268,529**	**65.8%**	**$4,385,019**	**66.8%**	**$4,472,720**	**65.7%**	**$4,562,174**	**66.3%**	
INSTRUCTION													
Textbooks		#DIV/0!	$55,000	0.9%	$60,500	0.9%	$66,550	1.0%	$73,205	1.1%	$80,526	1.2%	
Classroom Supplies		#DIV/0!	$22,000	0.4%	$24,200	0.4%	$26,620	0.4%	$29,282	0.4%	$32,210	0.5%	
Computers		#DIV/0!	$40,000	0.6%	$50,000	0.8%	$60,000	0.9%	$60,000	0.9%	$80,000	1.2%	
Software		#DIV/0!	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	Included in Capital Outlay
Field Trips		#DIV/0!	$27,030	0.4%	$27,571	0.4%	$28,122	0.4%	$28,684	0.4%	$29,258	0.4%	
Instructional Equipment		#DIV/0!	$18,150	0.3%	$19,965	0.3%	$21,962	0.3%	$24,158	0.4%	$26,573	0.4%	
Library and Media Center		#DIV/0!	$33,000	0.5%	$36,300	0.6%	$39,930	0.6%	$43,923	0.6%	$48,315	0.7%	
Student Assessment		#DIV/0!	$44,193	0.7%	$48,612	0.7%	$53,474	0.8%	$58,821	0.9%	$64,703	0.9%	
Classroom Furniture		#DIV/0!	$0	0.0%	$70,000	1.1%	$0	0.0%	$100,000	1.5%	$0	0.0%	
PE Equipment		#DIV/0!	$10,000	0.2%	$20,000	0.3%	$20,000	0.3%	$20,000	0.3%	$20,000	0.3%	
Art Supplies		#DIV/0!	$18,870	0.3%	$19,247	0.3%	$19,632	0.3%	$20,025	0.3%	$20,425	0.3%	
Dues and Subscriptions		#DIV/0!	$10,200	0.2%	$10,404	0.2%	$10,612	0.2%	$10,824	0.2%	$11,041	0.2%	
Events and Holidays		#DIV/0!	$15,300	0.2%	$15,606	0.2%	$15,918	0.2%	$16,236	0.2%	$16,561	0.2%	
Total Instruction	**$0**	**#DIV/0!**	**$293,743**	**4.7%**	**$402,406**	**6.2%**	**$362,820**	**5.5%**	**$485,158**	**7.1%**	**$429,613**	**6.2%**	
SERVICES & SUPPLIES													
Student Uniforms		#DIV/0!	$3,200	0.1%	$3,300	0.1%	$3,400	0.1%	$3,400	0.0%	$3,500	0.1%	
Athletic Program		#DIV/0!	$109,674	1.8%	$115,158	1.8%	$120,916	1.8%	$126,961	1.9%	$133,309	1.9%	
Office Supplies		#DIV/0!	$21,525	0.3%	$22,601	0.3%	$23,731	0.4%	$24,918	0.4%	$26,164	0.4%	
Office Furniture		#DIV/0!	$21,420	0.3%	$21,848	0.3%	$22,285	0.3%	$22,731	0.3%	$23,186	0.3%	
Office Computers & Software		#DIV/0!	$2,040	0.0%	$2,080	0.0%	$2,120	0.0%	$2,160	0.0%	$2,200	0.0%	
Printing and Copy Services		#DIV/0!	$3,570	0.1%	$3,641	0.1%	$3,714	0.1%	$3,789	0.1%	$3,864	0.1%	
Postage and Shipping		#DIV/0!	$1,575	0.0%	$1,654	0.0%	$1,736	0.0%	$1,823	0.0%	$1,914	0.0%	
Bookkeeping		#DIV/0!	$91,800	1.5%	$93,636	1.4%	$95,509	1.5%	$97,419	1.4%	$99,367	1.4%	
Audit		#DIV/0!	$30,000	0.5%	$30,000	0.5%	$36,000	0.5%	$36,000	0.5%	$36,000	0.5%	
Payroll Services		#DIV/0!	$35,700	0.6%	$36,500	0.6%	$37,500	0.6%	$38,250	0.6%	$39,000	0.6%	
Banking Fees		#DIV/0!	$10,608	0.2%	$11,000	0.2%	$12,000	0.2%	$13,000	0.2%	$14,000	0.2%	
Legal Services		#DIV/0!	$10,200	0.2%	$11,000	0.2%	$12,000	0.2%	$13,000	0.2%	$14,000	0.2%	
Liability & Property Insurance		#DIV/0!	$31,800	0.5%	$33,708	0.5%	$35,730	0.5%	$37,874	0.6%	$40,147	0.6%	
Staff Development		#DIV/0!	$7,150	0.1%	$9,295	0.1%	$10,689	0.2%	$12,293	0.2%	$14,137	0.2%	
Special Education		#DIV/0!	$2,500	0.0%	$2,550	0.0%	$2,601	0.0%	$2,653	0.0%	$2,706	0.0%	
Health Services		#DIV/0!	$5,000	0.1%	$6,500	0.1%	$7,475	0.1%	$8,596	0.1%	$9,886	0.1%	
Staff Recruitment		#DIV/0!	$2,000	0.0%	$2,040	0.0%	$2,081	0.0%	$2,122	0.0%	$2,165	0.0%	
Student Recruitment		#DIV/0!	$2,040	0.0%	$2,081	0.0%	$2,122	0.0%	$2,165	0.0%	$2,208	0.0%	
Tech Support		#DIV/0!	$510	0.0%	$520	0.0%	$531	0.0%	$541	0.0%	$552	0.0%	
Phone/Internet Service		#DIV/0!	$36,720	0.6%	$37,454	0.6%	$38,203	0.6%	$38,968	0.6%	$39,747	0.6%	
Food Service		#DIV/0!	$46,500	0.7%	$47,500	0.7%	$48,500	0.7%	$49,500	0.7%	$50,500	0.7%	
Transportation		#DIV/0!	$2,200	0.0%	$2,420	0.0%	$2,662	0.0%	$2,928	0.0%	$3,221	0.0%	
Health Supplies		#DIV/0!	$3,150	0.1%	$3,300	0.1%	$3,460	0.1%	$3,600	0.1%	$3,700	0.1%	
Pest Control		#DIV/0!	$2,040	0.0%	$2,081	0.0%	$2,122	0.0%	$2,165	0.0%	$2,208	0.0%	
Janitorial Supplies & Services		#DIV/0!	$29,925	0.5%	$31,421	0.5%	$32,992	0.5%	$34,642	0.5%	$36,374	0.5%	
Waste Disposal		#DIV/0!	$17,850	0.3%	$18,200	0.3%	$18,600	0.3%	$19,000	0.3%	$19,300	0.3%	
Marketing		#DIV/0!	$3,600	0.1%	$3,650	0.1%	$3,700	0.1%	$3,700	0.1%	$3,850	0.1%	
Board ExpensesContract Services/Security		#DIV/0!	$96,225	1.5%	$99,047	1.5%	$101,971	1.6%	$105,000	1.5%	$108,139	1.6%	
Capital Outlay		#DIV/0!	$300,000	4.8%	$300,000	4.6%	$300,000	4.6%	$300,000	4.4%	$300,000	4.4%	
Total Services & Supplies	**$0**	**#DIV/0!**	**$930,522**	**14.9%**	**$954,186**	**14.7%**	**$984,351**	**15.0%**	**$1,009,198**	**14.8%**	**$1,035,345**	**15.0%**	
FACILITIES													
Rent/Lease/Mortgage		#DIV/0!	$662,881	10.6%	$641,646	9.9%	$604,121	9.2%	$604,448	8.9%	$602,475	8.8%	
Grounds Maintenance		#DIV/0!	$16,275	0.3%	$17,089	0.3%	$17,943	0.3%	$18,840	0.3%	$19,782	0.3%	
Maintenance & Repair		#DIV/0!	$99,750	1.6%	$104,738	1.6%	$109,974	1.7%	$115,473	1.7%	$121,247	1.8%	
Utilities		#DIV/0!	$89,250	1.4%	$93,713	1.4%	$98,398	1.5%	$103,318	1.5%	$108,484	1.6%	
Fire Safety and Compliance		#DIV/0!	$525	0.0%	$551	0.0%	$579	0.0%	$608	0.0%	$638	0.0%	

		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%	
		#DIV/0!		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Facilities	**$0**	**#DIV/0!**	**$868,681**	**13.9%**	**$857,736**	**13.2%**	**$831,016**	**12.7%**	**$842,687**	**12.4%**	**$852,626**	**12.4%**	

Total Expenses	**$0**		**$6,241,883**		**$6,482,856**		**$6,563,205**		**$6,809,763**		**$6,879,758**		
Contingency Fund			$50,000		$0		$50,000		$0		$50,000		
Surplus (Deficit)	**$0**		**$29,682**		**$2,378**		**$47,844**		**$10,888**		**$36,513**		

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)	**$1,688,071**		**$1,688,071**		**$1,717,753**		**$1,720,131**		**$1,767,976**		**$1,778,864**		
Net Surplus (Deficit)	**$0**		**$29,682**		**$2,378**		**$47,844**		**$10,888**		**$36,513**		
Ending Cash	**$1,688,071**		**$1,717,753**		**$1,720,131**		**$1,767,976**		**$1,778,864**		**$1,815,377**		

CASH FLOW PROJECTIONS-YEAR 0/Planning Year

School Name: DEKALB ACADEMY OF TECHNOLOGY & THE ENVI	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	$1,688,071	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee													$0
Meal Fees													$0
Before/After Care													$0
Capital Campaign													$0
Extra-Curricular Activities													$0
Interest Income													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Cash Disbursements:													
PERSONNEL													
Principal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
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	$0	$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	$0
Retirement Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$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
Paraprofessional													$0
													$0
Total Personnel	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
INSTRUCTION													
Textbooks													$0
Classroom Supplies													$0
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
Dues and Subscriptions													$0
Events and Holidays													$0
Total Instruction	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
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	$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	$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
Board ExpensesContract Services/Security													$0
Capital Outlay													$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 DISPURSEMENTS	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

CONTINGENCY FUND													$0
(D) NET REVENUE	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
ENDING CASH (A+D)	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	**$1,688,071**	

CASH FLOW PROJECTIONS-YEAR 1

School Name: DEKALB ACADEMY OF TECHNOLOGY & THE ENVI	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,688,071	$1,598,685	$1,563,405	$1,582,242	$1,592,450	$1,609,509	$1,625,018	$1,650,827	$1,672,735	$1,700,147	$1,717,856	$1,710,612	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$499,192	$499,192	$499,192	$499,192	$499,192	$499,192	$499,192	$499,192	$499,192	$499,192	$499,192	$499,192	$5,990,305
Meal Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Before/After Care	$0	$11,668	$23,858	$23,858	$23,858	$23,858	$23,858	$23,858	$23,858	$23,858	$11,668	$0	$214,200
Capital Campaign	$1,663	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$1,667	$20,000
Extra-Curricular Activities	$0	$3,200	$11,060	$11,062	$11,063	$11,063	$11,063	$11,063	$11,063	$11,063	$5,200	$0	$96,900
Interest Income	$14	$14	$14	$14	$13	$13	$13	$13	$13	$13	$13	$13	$160
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$500,869**	**$515,741**	**$535,791**	**$535,793**	**$535,793**	**$535,793**	**$535,793**	**$535,793**	**$535,793**	**$535,793**	**$517,740**	**$500,872**	**$6,321,565**
Cash Disbursements:													
PERSONNEL													
Principal	$41,578.33	$41,578	$41,578	$41,578	$41,578	$41,578	$41,578	$41,578	$41,578	$41,578	$41,578	$41,578	$498,940
Social Services (Social Worker/Counselor/Nurse)	$9,252.08	$9,252	$9,252	$9,252	$9,252	$9,252	$9,252	$9,252	$9,252	$9,252	$9,252	$9,252	$111,025
Technology Support	$11,129.58	$11,130	$11,130	$11,130	$11,130	$11,130	$11,130	$11,130	$11,130	$11,130	$11,130	$11,130	$133,555
Teachers	$126,498.33	$126,498	$126,498	$126,498	$126,498	$126,498	$126,498	$126,498	$126,498	$126,498	$126,498	$126,498	$1,517,980
Arts/PE/Comp Sci	$30,170.33	$30,170	$30,170	$30,170	$30,170	$30,170	$30,170	$30,170	$30,170	$30,170	$30,170	$30,170	$362,044
Athletics/Extracurricular Coaches	$8,500.00	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$8,500	$102,000
Guidance Counselor	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$5,183.67	$5,184	$5,184	$5,184	$5,184	$5,184	$5,184	$5,184	$5,184	$5,184	$5,184	$5,184	$62,204
Office Manager	$3,359.17	$3,359	$3,359	$3,359	$3,359	$3,359	$3,359	$3,359	$3,359	$3,359	$3,359	$3,359	$40,310
Office Assistant	$5,142.00	$5,142	$5,142	$5,142	$5,142	$5,142	$5,142	$5,142	$5,142	$5,142	$5,142	$5,142	$61,704
Business manager	$4,207.83	$4,208	$4,208	$4,208	$4,208	$4,208	$4,208	$4,208	$4,208	$4,208	$4,208	$4,208	$50,494
Maintenance	$12,142.25	$12,142	$12,142	$12,142	$12,142	$12,142	$12,142	$12,142	$12,142	$12,142	$12,142	$12,142	$145,707
Food Service	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$38,361.75	$38,362	$38,362	$38,362	$38,362	$38,362	$38,362	$38,362	$38,362	$38,362	$38,362	$38,362	$460,341
Health Benefits	$28,744.83	$28,745	$28,745	$28,745	$28,745	$28,745	$28,745	$28,745	$28,745	$28,745	$28,745	$28,745	$344,938
FICA	$6,946.67	$6,947	$6,947	$6,947	$6,947	$6,947	$6,947	$6,947	$6,947	$6,947	$6,947	$6,947	$83,360
Other Payroll Expenses/Taxes	$5,536.00	$5,536	$5,536	$5,536	$5,536	$5,536	$5,536	$5,536	$5,536	$5,536	$5,536	$5,536	$66,432
Paraprofessional	$8,991.92	$8,992	$8,992	$8,992	$8,992	$8,992	$8,992	$8,992	$8,992	$8,992	$8,992	$8,992	$107,903
	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$345,745**	**$4,148,937**
INSTRUCTION													
Textbooks	$21,000	$22,000	$4,000	$500	$500	$3,000	$1,500	$500	$500	$500	$500	$500	$55,000
Classroom Supplies	$8,000	$4,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$22,000
Computers	$15,000	$5,000	$0	$0	$0	$10,000	$0	$0	$0	$0	$10,000	$0	$40,000
Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$7,960	$7,000	$1,570	$1,000	$5,000	$2,000	$0	$0	$0	$0	$2,500	$0	$27,030
Instructional Equipment	$9,000	$1,500	$850	$850	$850	$850	$850	$850	$850	$850	$850	$0	$18,150
Library and Media Center	$13,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$0	$33,000
Student Assessment	$3,680	$3,683	$3,683	$3,683	$3,683	$3,683	$3,683	$3,683	$3,683	$3,683	$3,683	$3,683	$44,193
Classroom Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
PE Equipment	$833.33	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Art Supplies	$1,570	$1,570	$1,573	$1,573	$1,573	$1,573	$1,573	$1,573	$1,573	$1,573	$1,573	$1,573	$18,870
Dues and Subscriptions	$1,700	$0	$0	$6,000	$0	$0	$1,500	$0	$0	$1,000	$0	$0	$10,200
Events and Holidays	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$1,275	$15,300
Total Instruction	**$83,018**	**$48,861**	**$16,784**	**$18,714**	**$16,714**	**$26,214**	**$14,214**	**$11,714**	**$11,714**	**$12,714**	**$24,214**	**$8,864**	**$293,743**
SERVICES & SUPPLIES													
Student Uniforms	$0	$350	$900	$700	$0	$0	$500	$150	$600	$0	$0	$0	$3,200
Athletic Program	$5,004	$9,967	$9,967	$9,967	$9,967	$9,967	$9,967	$9,967	$9,967	$9,967	$9,967	$5,000	$109,674
Office Supplies	$1,791	$1,794	$1,794	$1,794	$1,794	$1,794	$1,794	$1,794	$1,794	$1,794	$1,794	$1,794	$21,525
Office Furniture	$15,380	$6,040	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$21,420
Office Computers & Software	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$2,040
Printing and Copy Services	$292	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$298	$3,570
Postage and Shipping	$134	$131	$131	$131	$131	$131	$131	$131	$131	$131	$131	$131	$1,575
Bookkeeping	$7,650	$7,650	$7,650	$7,650	$7,650	$7,650	$7,650	$7,650	$7,650	$7,650	$7,650	$7,650	$91,800
Audit	$7,000	$0	$4,000	$7,000	$0	$0	$0	$0	$2,000	$5,000	$5,000	$0	$30,000
Payroll Services	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$2,975	$35,700
Banking Fees	$884	$884	$884	$884	$884	$884	$884	$884	$884	$884	$884	$884	$10,608
Legal Services	$0	$0	$0	$5,100	$0	$0	$0	$0	$0	$5,100	$0	$0	$10,200
Liability & Property Insurance	$0	$7,950	$0	$0	$7,950	$0	$0	$7,950	$0	$0	$7,950	$0	$31,800
Staff Development	$594	$596	$596	$596	$596	$596	$596	$596	$596	$596	$596	$596	$7,150
Special Education	$212	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$208	$2,500
Health Services	$413	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$417	$5,000
Staff Recruitment	$1,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,000	$2,000
Student Recruitment	$1,020	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,020	$2,040
Tech Support	$40	$43	$43	$43	$43	$43	$43	$43	$40	$43	$43	$43	$510
Phone/Internet Service	$3,060	$3,060	$3,060	$3,060	$3,060	$3,060	$3,060	$3,060	$3,060	$3,060	$3,060	$3,060	$36,720
Food Service	$3,875	$3,875	$3,875	$3,875	$3,875	$3,875	$3,875	$3,875	$3,875	$3,875	$3,875	$3,875	$46,500
Transportation	$183	$183	$183	$187	$183	$183	$183	$183	$183	$183	$183	$183	$2,200
Health Supplies	$260	$263	$263	$260	$263	$263	$263	$263	$263	$263	$263	$263	$3,150
Pest Control	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$2,040
Janitorial Supplies & Services	$2,491	$2,494	$2,494	$2,494	$2,494	$2,494	$2,494	$2,494	$2,494	$2,494	$2,494	$2,494	$29,925
Waste Disposal	$1,488	$1,488	$1,488	$1,488	$1,488	$1,488	$1,488	$1,488	$1,488	$1,488	$1,488	$1,482	$17,850
Marketing	$0	$0	$1,200	$0	$0	$0	$1,200	$0	$0	$1,200	$0	$0	$3,600
Board ExpensesContract Services/Security	$8,016	$8,019	$8,019	$8,019	$8,019	$8,019	$8,019	$8,019	$8,019	$8,019	$8,019	$8,019	$96,225
Capital Outlay	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$300,000
Total Services & Supplies	**$89,102**	**$84,025**	**$75,785**	**$82,486**	**$77,635**	**$69,685**	**$71,385**	**$77,785**	**$72,282**	**$80,985**	**$82,635**	**$66,732**	**$930,522**
FACILITIES													
Rent/Lease/Mortgage	$55,240.08	$55,240	$55,240	$55,240	$55,240	$55,240	$55,240	$55,240	$55,240	$55,240	$55,240	$55,240	$662,881
Grounds Maintenance	$1,356.25	$1,356	$1,356	$1,356	$1,356	$1,356	$1,356	$1,356	$1,356	$1,356	$1,356	$1,356	$16,275
Maintenance & Repair	$8,312.50	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$8,313	$99,750
Utilities	$7,437.50	$7,438	$7,438	$7,438	$7,438	$7,438	$7,438	$7,438	$7,438	$7,438	$7,438	$7,438	$89,250
Fire Safety and Compliance	$43.75	$44	$44	$44	$44	$44	$44	$44	$44	$44	$44	$44	$525
													$0
													$0
Total Facilities	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$72,390**	**$868,681**

(C) TOTAL DISPURSEMENTS	**$590,255**	**$551,021**	**$510,704**	**$519,335**	**$512,484**	**$514,034**	**$503,734**	**$507,634**	**$502,131**	**$511,834**	**$524,984**	**$493,731**	**$6,241,883**
CONTINGENCY FUND	$0	$0	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$6,250	$0	$0	**$50,000**
(D) NET REVENUE (B-C)	**($89,386)**	**($35,280)**	**$18,837**	**$10,208**	**$17,059**	**$15,509**	**$25,809**	**$21,909**	**$27,412**	**$17,709**	**($7,244)**	**$7,141**	**$29,682**
ENDING CASH (A+D)	**$1,598,685**	**$1,563,405**	**$1,582,242**	**$1,592,450**	**$1,609,509**	**$1,625,018**	**$1,650,827**	**$1,672,735**	**$1,700,147**	**$1,717,856**	**$1,710,612**	**$1,717,753**	

CASH FLOW PROJECTIONS-YEAR 2

School Name: DEKALB ACADEMY OF TECHNOLOGY & THE ENVI	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,717,753	$1,585,285	$1,499,265	$1,522,769	$1,538,053	$1,564,960	$1,590,789	$1,626,856	$1,658,214	$1,696,998	$1,724,617	$1,715,423	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$511,895	$511,895	$511,895	$511,895	$511,895	$511,895	$511,895	$511,895	$511,895	$511,895	$511,895	$511,895	$6,142,742
Meal Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Before/After Care	$0	$12,000	$24,310	$24,310	$24,310	$24,310	$24,311	$24,311	$24,311	$24,311	$12,000	$0	$218,484
Capital Campaign	$2,083	$2,083	$2,087	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
Extra-Curricular Activities	$0	$3,500	$11,294	$11,292	$11,292	$11,292	$11,292	$11,292	$11,292	$11,292	$5,000	$0	$98,838
Interest Income	$16	$14	$14	$14	$14	$14	$14	$14	$14	$14	$14	$14	$170
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$513,994**	**$529,492**	**$549,600**	**$549,594**	**$549,594**	**$549,594**	**$549,595**	**$549,595**	**$549,595**	**$549,595**	**$530,992**	**$513,992**	**$6,485,234**
Cash Disbursements:													
PERSONNEL													
Principal	$42,409.90	$42,410	$42,410	$42,410	$42,410	$42,410	$42,410	$42,410	$42,410	$42,410	$42,410	$42,410	$508,919
Social Services (Social Worker/Counselor/Nurse)	$9,437.13	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$9,437	$113,246
Technology Support	$11,352.18	$11,352	$11,352	$11,352	$11,352	$11,352	$11,352	$11,352	$11,352	$11,352	$11,352	$11,352	$136,226
Teachers	$129,028.33	$129,028	$129,028	$129,028	$129,028	$129,028	$129,028	$129,028	$129,028	$129,028	$129,028	$129,028	$1,548,340
Arts/PE/Comp Sci	$30,773.74	$30,774	$30,774	$30,774	$30,774	$30,774	$30,774	$30,774	$30,774	$30,774	$30,774	$30,774	$369,285
Athletics/Extracurricular Coaches	$8,670.00	$8,670	$8,670	$8,670	$8,670	$8,670	$8,670	$8,670	$8,670	$8,670	$8,670	$8,670	$104,040
Guidance Counselor	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$5,287.34	$5,287	$5,287	$5,287	$5,287	$5,287	$5,287	$5,287	$5,287	$5,287	$5,287	$5,287	$63,448
Office Manager	$3,426.35	$3,426	$3,426	$3,426	$3,426	$3,426	$3,426	$3,426	$3,426	$3,426	$3,426	$3,426	$41,116
Office Assistant	$5,244.84	$5,245	$5,245	$5,245	$5,245	$5,245	$5,245	$5,245	$5,245	$5,245	$5,245	$5,245	$62,938
Business manager	$4,291.99	$4,292	$4,292	$4,292	$4,292	$4,292	$4,292	$4,292	$4,292	$4,292	$4,292	$4,292	$51,504
Maintenance	$12,385.10	$12,385	$12,385	$12,385	$12,385	$12,385	$12,385	$12,385	$12,385	$12,385	$12,385	$12,385	$148,621
Food Service	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$42,180.00	$42,180	$42,180	$42,180	$42,180	$42,180	$42,180	$42,180	$42,180	$42,180	$42,180	$42,180	$506,160
Health Benefits	$29,319.67	$29,320	$29,320	$29,320	$29,320	$29,320	$29,320	$29,320	$29,320	$29,320	$29,320	$29,320	$351,836
FICA	$7,085.58	$7,086	$7,086	$7,086	$7,086	$7,086	$7,086	$7,086	$7,086	$7,086	$7,086	$7,086	$85,027
Other Payroll Expenses/Taxes	$5,646.83	$5,647	$5,647	$5,647	$5,647	$5,647	$5,647	$5,647	$5,647	$5,647	$5,647	$5,647	$67,762
Paraprofessional	$9,171.76	$9,172	$9,172	$9,172	$9,172	$9,172	$9,172	$9,172	$9,172	$9,172	$9,172	$9,172	$110,061
	$0.00	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$355,711**	**$4,268,529**
INSTRUCTION													
Textbooks	$25,500	$23,000	$4,000	$500	$500	$3,000	$1,500	$500	$500	$500	$500	$500	$60,500
Classroom Supplies	$8,000	$4,000	$1,220	$1,220	$1,220	$1,220	$1,220	$1,220	$1,220	$1,220	$1,220	$1,220	$24,200
Computers	$15,000	$10,000	$0	$0	$0	$10,000	$0	$0	$0	$0	$15,000	$0	$50,000
Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$8,501	$7,000	$1,570	$1,000	$5,000	$2,000	$0	$0	$0	$0	$2,500	$0	$27,571
Instructional Equipment	$10,000	$1,500	$850	$850	$850	$850	$850	$850	$850	$850	$850	$815	$19,965
Library and Media Center	$14,000	$4,300	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$0	$36,300
Student Assessment	$4,051	$4,051	$4,051	$4,051	$4,051	$4,051	$4,051	$4,051	$4,051	$4,051	$4,051	$4,051	$48,612
Classroom Furniture	$35,000	$35,000	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$70,000
PE Equipment	$5,000	$5,000	$5,000	$5,000	$0	$0	$0	$0	$0	$0	$0	$0	$20,000
Art Supplies	$1,603	$1,604	$1,604	$1,604	$1,604	$1,604	$1,604	$1,604	$1,604	$1,604	$1,604	$1,604	$19,247
Dues and Subscriptions	$1,700	$204	$0	$6,000	$0	$0	$1,500	$0	$0	$1,000	$0	$0	$10,404
Events and Holidays	$1,300	$1,300	$1,300	$1,300	$1,300	$1,301	$1,301	$1,301	$1,301	$1,301	$1,301	$1,301	$15,607
work study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Out of state field study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Instruction	**$129,655**	**$96,959**	**$21,595**	**$23,525**	**$16,525**	**$26,026**	**$14,026**	**$11,526**	**$11,526**	**$12,526**	**$29,026**	**$9,491**	**$402,406**
SERVICES & SUPPLIES													
Student Uniforms	$0	$550	$550	$550	$0	$0	$550	$550	$550	$0	$0	$0	$3,300
Athletic Program	$9,602	$9,596	$9,596	$9,596	$9,596	$9,596	$9,596	$9,596	$9,596	$9,596	$9,596	$9,596	$115,158
Office Supplies	$1,883	$1,883	$1,883	$1,883	$1,883	$1,888	$1,883	$1,883	$1,883	$1,883	$1,883	$1,883	$22,601
Office Furniture	$10,000	$11,848	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$21,848
Office Computers & Software	$177	$173	$173	$173	$173	$173	$173	$173	$173	$173	$173	$173	$2,080
Printing and Copy Services	$308	$303	$303	$303	$303	$303	$303	$303	$303	$303	$303	$303	$3,641
Postage and Shipping	$136	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$138	$1,654
Bookkeeping	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$7,803	$93,636
Audit	$7,000	$0	$5,000	$7,000	$0	$0	$0	$0	$1,000	$5,000	$5,000	$0	$30,000
Payroll Services	$3,040	$3,040	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$3,042	$36,500
Banking Fees	$913	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$11,000
Legal Services	$0	$0	$0	$5,500	$0	$0	$0	$0	$0	$5,500	$0	$0	$11,000
Liability & Property Insurance	$0	$8,427	$0	$0	$8,427	$0	$0	$8,427	$0	$0	$8,427	$0	$33,708
Staff Development	$770	$775	$775	$775	$775	$775	$775	$775	$775	$775	$775	$775	$9,295
Special Education	$210	$210	$213	$213	$213	$213	$213	$213	$213	$213	$213	$213	$2,550
Health Services	$542	$542	$542	$542	$542	$542	$542	$542	$542	$542	$540	$540	$6,500
Staff Recruitment	$1,020	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,020	$2,040
Student Recruitment	$1,041	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$1,040	$2,081
Tech Support	$47	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$43	$520
Phone/Internet Service	$3,123	$3,121	$3,121	$3,121	$3,121	$3,121	$3,121	$3,121	$3,121	$3,121	$3,121	$3,121	$37,454
Food Service	$3,962	$3,958	$3,958	$3,958	$3,958	$3,958	$3,958	$3,958	$3,958	$3,958	$3,958	$3,958	$47,500
Transportation	$200	$200	$202	$202	$202	$202	$202	$202	$202	$202	$202	$202	$2,420
Health Supplies	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$275	$3,300
Pest Control	$178	$173	$173	$173	$173	$173	$173	$173	$173	$173	$173	$173	$2,081
Janitorial Supplies & Services	$2,623	$2,618	$2,618	$2,618	$2,618	$2,618	$2,618	$2,618	$2,618	$2,618	$2,618	$2,618	$31,421
Waste Disposal	$1,513	$1,517	$1,517	$1,517	$1,517	$1,517	$1,517	$1,517	$1,517	$1,517	$1,517	$1,517	$18,200
Marketing	$0	$0	$1,217	$0	$0	$0	$1,217	$0	$0	$1,216	$0	$0	$3,650
Board ExpensesContract Services/Security	$8,253	$8,254	$8,254	$8,254	$8,254	$8,254	$8,254	$8,254	$8,254	$8,254	$8,254	$8,254	$99,047
Capital Outlay	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$25,000	$300,000
Total Services & Supplies	**$89,619**	**$91,364**	**$77,313**	**$83,596**	**$78,973**	**$70,551**	**$72,313**	**$79,523**	**$72,096**	**$82,262**	**$83,971**	**$72,604**	**$954,185**
FACILITIES													
Rent/Lease/Mortgage	$53,471	$53,471	$53,471	$53,471	$53,471	$53,471	$53,471	$53,471	$53,471	$53,471	$53,471	$53,471	$641,652
Grounds Maintenance	$1,424	$1,424	$1,424	$1,424	$1,424	$1,424	$1,424	$1,424	$1,424	$1,424	$1,424	$1,424	$17,088
Maintenance & Repair	$8,728	$8,728	$8,728	$8,728	$8,728	$8,728	$8,728	$8,728	$8,728	$8,728	$8,728	$8,728	$104,736
Utilities	$7,809	$7,809	$7,809	$7,809	$7,809	$7,809	$7,809	$7,809	$7,809	$7,809	$7,809	$7,809	$93,708
Fire Safety and Compliance	$46	$46	$46	$46	$46	$46	$46	$46	$46	$46	$46	$46	$552
													$0

													$0
Total Facilities	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$71,478**	**$857,736**
(C) TOTAL DISPURSEMENTS	**$646,463**	**$615,512**	**$526,097**	**$534,310**	**$522,687**	**$523,766**	**$513,528**	**$518,238**	**$510,811**	**$521,977**	**$540,186**	**$509,284**	**$6,482,856**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0		$0	**$0**
(D) NET REVENUE (B-C)	**($132,469)**	**($86,020)**	**$23,503**	**$15,284**	**$26,907**	**$25,828**	**$36,067**	**$31,357**	**$38,784**	**$27,618**	**($9,194)**	**$4,708**	**$2,378**
ENDING CASH (A+D)	**$1,585,285**	**$1,499,265**	**$1,522,769**	**$1,538,053**	**$1,564,960**	**$1,590,789**	**$1,626,856**	**$1,658,214**	**$1,696,998**	**$1,724,617**	**$1,715,423**	**$1,720,132**	

School Name: DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONME	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	**#DIV/0!**	**OK**	**OK**	**OK**	**OK**	**OK**

Cash Flow Projections: Do the Cash Flow Proj. From the 5yr Budget match yr 0-2 Cash Flow Proj.?	YES	NO	NO			

Appendix O

BABATUNDE (TONY) A. LOYE

CAREER PROFILE

Pro-active and result oriented healthcare senior management executive experience with strong background in financial reporting, analysis, budgeting, strategic planning, decision support, reimbursement, contracting, managed care, healthcare regulatory, information systems and public accounting experience.

FUNCTIONAL STRENGTHS

- Broad-based proficiency in all aspects of accounting and financial management.
- Proficient in all aspects of short and long range forecasting, budget modeling, strategic and business planning.
- Knowledgeable of the administration and compliance in Medicare, Medicaid, managed care and private insurance accounts receivable management and billing operations.
- Proficient in the preparation of Medicare and Medicaid Cost Reports.
- Extensive knowledge of grants management, compliance and reporting requirements.
- Proficient in data modeling tools and reporting.
- Proficient in revenue cycle, accounts receivable and profit margin improvements.
- Extensive knowledge in management information systems and proficient spreadsheet presentations.
- Extensive familiarity with International Classification of Diseases (ICD-9), Current Procedural Terminology (CPT) coding, and reimbursement methodologies including RBRVS and DRG.
- Knowledgeable of federal, state and regulatory reports governing healthcare operations.
- Established track record for providing thorough research, projects and care analysis.
- Developed policy and procedures for fiscal and grants management.
- Broad knowledge of cost, utilization analysis, clinical decision support, operational improvement, and contracts analysis.

Consulting Chief Financial Officer – DeKalb Academy of Technology and The Environment, Stone Mountain, GA **Oct. 2006 - Present**

- Plan, develop, organize, implement, direct and evaluate the organization's fiscal function and performance.
- Provide timely and accurate analysis of budgets, financial reports and financial trends in order to assist the Board, CEO, and Senior Management Team in performing their responsibilities.
- Lead the annual budget process and assist in the development of project budgets.
- Wrote accounting and financial procedures and systems ensuring that strong internal controls are in place.
- Oversee all financial activities, including accounts payable, accounts receivable, banking, general ledger, and cash Flow, etc.
- Ensure accurate and timely financial reports for grant related projects and departments in compliance with all government and funder requirements.
- Provide monthly reports to management and board of directors of current activities.
- Engage in financial analysis and specific tasks in school bond financing.
- Ensure that the assets of the school are protected by instituting asset protection policies.
- Provided leadership in securing $7M Bond financing for new building.
- Coordinate the annual audit process.
- Reduce monthly closing of financial closing from 21 to 7 days

Chief Financial Officer – Oakhurst Medical Centers, Inc. Stone Mountain, GA **Dec. 1995 – Jan. 2006**

- Proposed and instituted an automation initiative that significantly enhanced the management of receivables, tracking of clinical procedures and cash flow (increased return on receivables from 78% to over 94% in 24-month period) and 72% improvement in operating performance in 36 months.
- Reduced accounts receivable by 40 days within 18 months by improving skills of staff
- Implemented performance measurement and indicators that measure progress over time
- Developed pricing strategies and the enhancement of the internal control processes in patient processing

- Performed market analysis, forecasting modeling involved in Medicaid and Medicare changes
- Identified improper accounting transactions that caused 82% correction to the prior years audited Profit and Loss Statements
- Directed and coordinated contracts with insurance companies, managed care, and partners. Negotiated with strategic partners that increased revenues by 8%
- Reviewed business insurance coverage, identified key missing element, obtained appropriate coverage, and consolidated coverage that reduced cost 10% and employee health benefit that reduced expense by 25% with a simultaneous increase in coverage
- Performed financial analysis and provided informational reports to the Executive and Medical team such as medical utilization/cost analysis, provider productivity reports, medical cost drivers, unit cost trend analysis, etc
- Implemented alternative method of payment alternative options that enhance reducing remittance processing costs and improving cash flow through faster debtor turnover
- Implemented enhanced reporting thus enabling executive management to more clearly identify the performance of individual profit centers
- Restructured purchasing/accounts payables thus improving overall profitability by participating in term discounts
- Developed accounting and administrative policies and procedures that improved operating efficiencies, customer service, employee morale and performance
- Guided firm through cash flow shortage without missing payrolls or adversely effecting credit rating
- Prepared Medicare and Medicaid Cost Reports for maximum reimbursements
- Skillfully negotiated line of credit and the purchase of a multi-million new ultra modern medical building
- Developed all financial policies and procedures, including treasury management functions
- Reported and presented monthly operating results and utilization trend analysis to board of directors, management, and medical team.
- Restructed managed care contracts that was over 500 backlogged service orders; executed strategy that cleared backlog, dramatically improved customer service, reduce business risk and improved business partnerships within 120 days
- Participated in the leadership to attain Joint Commission on Accreditation of Healthcare Organization (JCAHO) certification
- Provided leadership in the purchase and implementation of a new Information Technology both for Practice Management, Financial, Electronic Medical Records and back office software

Director of Finance – Grace Medical Management, Inc. Tucker, GA Jan. 1994 – Nov. 1995

- Planned, developed, implemented, monitored and maintained all financial functions of the organization
- Monitored all financial and reporting procedures and internal controls of the organization
- Responsible for reorganizing accounting, finance, treasury, and information technology
- Purchased and implemented financial accounting and electronic billing systems that dramatically improved reporting to partners, senior management and clinicians
- Implemented risk assessment that established an effective control structure freeing processes from inefficient practices
- Developed comprehensive risk analysis of the patient population in the management of accounts receivable
- Implemented the application of credit policies to monitor outstanding debts and debtors
- Used advances in technology to present the opportunity for improvement in accounts receivable processes
- Examined and analyzed journal and ledger entries, bank statements, inventories, expenditures, tax returns and other accounting and financial records
- Participated in long-term business planning with partners and executive staff
- Renegotiated corporate insurance policies and employee health benefit reduced cost by 15% in coverage
- Analyzed financial statements and reports and provide financial, business and tax advice to the partnerships
- Performed financial analysis and provided informational reports such as standardized productivity, cost/benefit, trend projections, forecasting, charts, graphs that assist in financial data management

Director of Finance – Community Health & Rehabilitation Services, Inc, Decatur, GA Aug. 1992 – Dec. 1993

- Coordinated extensively with clinical staff to reevaluate laboratory operations, obtain CLIA waivers, and bring forth in-house testing and billing for three laboratory procedures that increased average by 12% profit
- Planned, developed, implemented, monitored and maintained all financial functions of the organization

- Monitored all financial and reporting procedures and internal controls of the organization
- Responsible for reorganizing accounting, finance, treasury, and information technology
- Developed comprehensive risk analysis of the patient population in the management of accounts receivable
- Implemented the application of credit policies to monitor outstanding debts and debtors
- Used advances in technology to present the opportunity for improvement in accounts receivable processes
- Examined and analyzed journal and ledger entries, bank statements, inventories, expenditures, tax returns and other accounting and financial records
- Participated in long-term business planning with partners and executive staff
- Analyzed financial statements and reports and provide financial, business and tax advice to the partnerships
- Performed financial analysis and provided informational reports such as medical utilization/cost analysis, provider productivity reports, medical cost drivers, and unit cost trend analysis.
- Restructured corporate insurance policies and employee health benefit
- Skillfully negotiated bank line of credit increase while reducing covenants and shareholder personal guarantees
- Prepared Medicare cost report, consolidated in-house preparation of regulatory reports from outside certified public accounting firm resulting in a substantial cost reduction

Controller – Selfhelp Community Services, Inc. Bronx, New York Jan 1986 – Aug. 1992

- Recruited into position as Senior Accountant as a result of innovative control policies brought forth while conducting a compliance audit as Staff Accountant with Lewis Helphand & Company
- Promoted to the Assistant Director of Finance/Administrative Services and to the Controller position
- Sourced cross-platform automation system solutions (IBM 36, A/S 400 and Networked PC environments) as member of three feasibility analysis teams tasked with implementation of large-scale automation systems
- Coordinated analysis and presentation of financial information, the annual audit of the financial statements, preparation of the operating and capital budgets
- Organized and coordinated financial proformas and feasibility studies; and work with other departmental directors to accomplish the objectives of the board and corporate strategic plan
- Proposed and implemented a terminal based reporting system that improved the accuracy of financial reporting improved integration of time slip, payroll and billing modules
- Provided managerial assistance and training for satellite office locations on accounting policies and terminal operations
- Developed and implemented a detailed and comprehensive financial and management information system policies and procedures manual
- Coordinated grant billing, recording, and financial reporting activities
- Reviewed accounting documents to ensure accuracy of information and calculations and may make correcting entries

Staff Accountant – Lewis Helphand & Company, Certified Public Accountants, New York, New York Feb. 1984 – Dec. 1985

- Performed a full spectrum of accounting functions including audit testing for numerous financial accounts, tests of controls, evaluation and documentation of accounting systems.
- Documents systems of an individual, company or other establishment to ensure financial recording accuracy and compliance with established accounting standards, procedures and internal controls
- Assisted Managers with detailed reports on audit findings and make recommendations to improve individual or establishment's accounting and management practices

Accountant – Comma Corporation, New York, New York March 1982 – Jan. 1984

- Responsible for preparing the bank reconciliations, journal entries up to general ledger
- Assisted Accounting Manager in financial statements preparation and audit schedules

EDUCATION AND TRAINING

MASTER OF SCIENCE IN ACCOUNTING, 1991
Herbert H. Lehman College of the City University of New York, Bronx, New York

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION, 1984

Magna Cum Laude
Medgar Evers College of the City University of New York, Brooklyn, New York

PROFESSIONAL AFFILIATIONS/COMMUNITY SERVICE

- Member - National Association of Tax Professionals (NATP)
- Member - Healthcare Financial Management Association (HFMA)
- Leadership Team - Joint Commission on Accreditation of Healthcare Organizations (JACHO) – Oakhurst Medical Centers, Inc. 1999, 2004
- Chairperson - Finance Committee, ClubScape, Inc. 1999 - 2009
- Advisory Committee – World Outreach Medical Institute 2006 – 2009
- President, The Nubians 2008 – 2009; 2014 – present
- Partner, Babkay Enterprises, Inc. 1993 - present
- Guest Lecturer – Morehouse School of Medicine MPH Program 2007 – 2011
- Independent Grant Reviewer – U.S. Department of Health and Human Services 2005 – present
- Chair, Executive Council, World Outreach Missions, Inc. 2006 - present
- Chair, Finance Committee – Four Corners Primary Care Centers, Inc. 2008 – present
- Co-Owner, MBA Wellness Centers, LLC 2010 – present

COMPUTER SKILLS

- Excel, Word, PowerPoint, AccPac, Peachtree, DacEasy, MIP, MAS200, Great Plains, Real World, QuickBooks, Oracle, Windows NT and UNIX.

REFERENCES AVAILABLE UPON REQUEST

Appendix P

DEKAL-7 OP ID: RW

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 09/22/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Cameron & Roberts Ins. Agcy 6893 Main Street P O Box 408 Lithonia, GA 30058-0408 S. Keith Roberts Phone: 770 482 8841	CONTACT NAME: PHONE (A/C, No, Ext): FAX (A/C, No): E-MAIL ADDRESS:
	INSURER(S) AFFORDING COVERAGE — NAIC #
	INSURER A : Peerless Insurance Company
INSURED DeKalb Academy Of Technology And The Environment 1492 Kelton Drive Stone Mountain, GA 30083	INSURER B : Excelsior Ins Company INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR X Violent Event Res GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC			(	08/20/2014	08/20/2015	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 300,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			(	08/20/2014	08/20/2015	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED X RETENTION $ 10,000			(	08/20/2014	08/20/2015	EACH OCCURRENCE AGGREGATE	$ 1,000,000 $ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		\	08/20/2014	08/20/2015	WC STATU-TORY LIMITS OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	Property Section			(	08/20/2014	08/20/2015	Prof Liab	1,000,000
A	Professional Liab			(	08/20/2014	08/20/2015	Ded.	1,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Business Interruption ($100,000. Business Income and $1,000,000. Extra Expense) coverage applies.

CERTIFICATE HOLDER

DEKA-00

DeKalb Academy Of Technology
And The Environment
1492 Kelton Drive
Stone Mountain, GA 30083

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Michael A. Davis

© 1988-2010 ACORD CORPORATION. All rights reserved.

The ACORD name and logo are registered marks of ACORD

Appendix Q

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

DEPARTMENT OF THE TREASURY

Date: AUG 16 2007

DEKALB ACADEMY OF TECHNOLOGY AND
THE ENVIRONMENT INC
1833 STONE MTN-LITHONIA ROAD
LITHONIA, GA 30058

Employer Identification Number:
42-1657331
DLN:
407183013
Contact Person:
GAYLE M ADAMS ID# 95073
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
September 24, 2004
Contribution Deductibility:
Yes

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. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

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

Sincerely,

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

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

Letter 947 (DO/CG)

Appendix R

The DeKalb Academy of Technology & The Environment

STUDENT APPLICATION

Application Date: ____ (Month) ____ (Day) ____ (Year)

Grade Applied for: ____

Start Date: ____ (Month) ____ (Day) ____ (Year)

Dropped Date: ____ (Month) ____ (Day) ____ (Year)

Orientation: ____

Date of Orientation: ____ (Month) ____ (Day) ____ (Year)

STUDENT INFORMATION

Name: ____ (First) ____ (MI) ____ (Last)

Sex: ☐ M ☐ F

Address: ____ (Street) ____ (City) ____ (State) ____ (Zip)

Soc. Sec.#: ____ ____ ____

D.O.B.: ____ ____ ____

Place of Birth ____

Student must be born on or before September 1, 2001 to enter the Kindergarten.
Student must be born on or before September 1, 2000 to enter the First Grade.

RACIAL/ETHNIC INFORMATION *(Check one category)*

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

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

CURRENT SCHOOL INFORMATION

School Name: ____ Current Grade: ____

School Address: ____ (Street) ____ (City) ____ (State) ____ (Zip)

Type of School: ❑Private ❑Public ❑Other (list) _____

PREVIOUS SCHOOL INFORMATION

School Name: ____ Grade There: ____

School Address: ____ (Street) ____ (City) ____ (State) ____ (Zip)

Type of School: ❑Private ❑Public ❑Other (list) _____

School Name: ____ Grade There: ____

School Address: ____ (Street) ____ (City) ____ (State) ____ (Zip)

Type of School: ❑Private ❑Public ❑Other (list) _____

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

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

Open enrollment 2014-15

	/ /			
	/ /			

Open enrollment 2014-15

Appendix S

DeKalb County School District
2015-2016 District-wide Calendar

JULY 2015

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

4 Independence Day

AUGUST 2015

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

3-7 Pre-Planning Days
10 First Day of School

SEPTEMBER 2015

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

7 Labor Day

OCTOBER 2015

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

9 Professional Development Day
12 Columbus Day

NOVEMBER 2015

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

11 Veterans Day
23- 27 Thanksgiving Break

DECEMBER 2015

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

18 Last Day of 1st semester
21-31 Winter Break

87 Days

JANUARY 2016

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

1 New Year's Day/Last Day of Winter Break
4 Teacher Planning Day
5 First day of 2nd Semester
18 Dr. M.L. King, Jr. Day

FEBRUARY 2016

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

12 February Break or Inclement Weather Make-Up Day if Needed
15 President's Day

MARCH 2016

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

11 Professional Development Day

APRIL 2016

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

1 School Closed or Inclement Weather Make-up Day if Needed
4-8 Metro Spring Break

MAY 2016

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

26 Last Day of School
27 Post-Planning Day
30 Memorial Day

JUNE 2016

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

93 Days

Teacher Workday/Professional Development Day
Schools Closed
First and Last Day of Semester

(Approved by the Board of Education on January 12, 2015)

Appendix T

dr m wills@dateacademy org
Comments
Share

	A	B	C	D	E	F	G	H	I	J
1	**Fifth Grade**	**Sixth Grade**	**Seventh Grade**	**Eighth Grade**						
2	HR 8:00-8:15	HR 8:00-8:15	HR 8:00-815	HR 8:00-815						
3	**8:15-10:00**	**8:15-9:45**	**8:15-9:50**	**8:15-9:40**						
4	5A Parker Math	6A Davis ELA	7B Shillingford Sc/SS	8A Whigham ELA						
5	5B Thompson ELA	6B Williams Sc/SS	7A Livingston ELA	8B Copeland M (A)						
6	5C Baskins Sc/SS	6C Reid Math	7C Noble Math	8C Casey SC/SS						
7										
8	**10:00-11:40**	**9:45-11:35**	**9:50-11:35**	**9:40-11:00**						
9	5B Math	6B ELA	7A SC/SS	8B ELA						
10	5C ELA	6C Sc/SS	7C ELA	8C MATH						
11	5A Science/SS	6A Math	7B MATH (A)	8A Sc/SS						
12										
13	**1**	**Stem 11:35-11:55**	**11:35-2:00**	**11:00-12:35**						
14	ENVIR/TECH	ENVIR/TECH	7C SCIENCE	8A Math						
15			7B ELA/SS	8B Sc/SS						
16	**11:40-12:05**	**12:10-12:35**	7A MATH	8C ELA						
17	LUNCH	LUNCH								
18	Stem 12:05-12:30		**12:20-12:45**	**12:45-1:10**						
19	**12:35-1:35**	**12:40-1:45**	**LUNCH**	**LUNCH**						
20	**SPECIALS**	**SPECIALS**								
21	**ART**	**ART**	**1:00-1:30**	**1:00-1:55**						
22	**BAND**	**BAND**	ENVIR/TECH	ENVIR/TECH						
23	FRENCH	**FRENCH**								
24	**HEALTH**	**HEALTH**								
25	**ENVIRON. SCIENCE**	**ENVIRON. SCIENCE**	**2:00- 3:05**	**2:00- 3:05**						
26	**TECH**	**TECH**	**SPECIALS**	**SPECIALS**						
27	**PE**	**PE**	**ART**	**ART**						
28			**BAND**	**BAND**						
29	**1:35-3:00**	**1:45-3:05**	**FRENCH**	**FRENCH**						
30	5C Math	6A SC/SS	**HEALTH**	**HEALTH**						
31	5A ELA	6C ELA	**ENVIRON. SCIENCE**	**ENVIRON. SCEINCE**						
32	5B Science/SS	6B Math (A)	**TECH**	**TECH**						
33			**PE**	**PE**						
34										
35										
36	Porter Acc. Math 6-8									
37										
38										

Sheet1

2013-2014 Elementary Master Schedule

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
8:00-9:00	**8:00-9:00/10:00-10:45**	**8:00-9:40**	**8:00-9:40**	**8:00-9:00**
Specials	A-Reader's/Writer's Wkshp	A-Reader's/Writer's Wkshp	A-Science/Soc.Studies	4A-Thomas
KA- Nealy	B-Math	B-Math	B-Reader's/Writer's Wkshp	M-F/A/M
M-Environment	C-Science/Soc.Studies	C-Science/Social	C-Math	T-Physical Education
T-M/A/F				W-Environment
W-F/M/A	**9:00-10:00**	**9:40-10:30**	**9:40-10:00**	Th-Technology
Th-Media/Technology	**Specials**	A-Reader's/Writer's Wkshp	A-Math	F-A/M/F
F-Physical Education	1A-Feenan	B-Math	B-Science/Soc. Studies	4B-Davis
KB-Everett	M-Technology	C-Science/Social	C-Reader's/Writer's Wkshp	M-Physical Education
M-M/F/A	T-Physical Education			T-A/F/M
T-Media/Technology	W-Environment	**10:30-10:55**	**10:00-11:00**	W-Technology
W-Physical Education	Th-M/A/F	Lunch	3A-Reid	Th-Environment
Th-F/A/M	F-F/M/A		M-Techonlogy	F-M/F/A
F-Environment	1B-Gurly	**11:00-12:00**	T-M/A/F	4C-
KC-Moore	M-A/M/F	**Specials**	W-Physical Education	M-Physical Education
M-A/M/F	T-Technology	2A-Insel	Th-Enviornment	T-Enviornment
T-F/M/A	W-Physical Education	M-Physical Education	F-F/M/A	W-A/F/M
W-Media/Technology	Th-Environment	T-M/A/F	3B-Hamilton	Th-M/A/F
Th-Physical Education	F-M/A/F	W-F/M/A	M-M/F/A	F-Technology
F-Environment (9-10)	1C-Sosebee	Th-Environment	T-Technology	
	M-Physical Education	F-Technology	W-Environment	**9:00-10:40**
9:00-10:00	T-Environment	2B-Mabry	Th-Physical Education	A-Reader's/Writer's Wkshp
Reader's Workshop	W-F/M/A	M-A/F/M	F-A/F/M	B-Science/Soc. Studies
	Th-A/F/M	T-Technology	3C-Venisee	C-Math
10:00-10:35	F-Technology	W-Environment	M-F/A/M	
Phonics		Th-Physical Education	T-Environment	**10:40-11:40**
	10:45-11:05	F-F/M/A	W-A/M/F	0
10:30-10:55	A-Reader's/Writer's Wkshp	2C-	Th-Technology	B-Math
Lunch	B-Math	M-F/M/A	F-Physical Education	C-Reader's/Writer's Wkshp
	C-Science/Soc.Studies	T-Environment		
11:05-12:10		W-A/F/M	**11:05-11:30**	**11:40-12:05**
Writer's Workshop	**11:105-11:30**	Th-Technnology	Lunch	Lunch
	Lunch	F-Physical Education		
12:10-12:45			**11:30-12:50**	**12:05-12:45**
Math	**11:30-1:15**	**12:00-12:30**	A-Math	A-Science/Soc. Studies
	A-Science/Soc. Studies	A-Science/Soc. Studies	B-Science/Soc. Studies	B-Math
12:45-1:05	B-Reader's/Writer's Wkshp	B-Reader's/Writer's Wkshp	C-Reader's/Writer's Wkshp	C-Reader's/Writer's Wkshp
Recess	C-Math	C-Math		
		12:30-1:30	**12:50-1:10**	**12:45-2:20**
1:05-1:45	**12:30-12:45**	A-Math	Recess	A-Reader's/Writer's Wkshp
Math	Recess	B-Science/Soc. Studies		B-Science/Soc. Studies
		C-Reader's/Writer's Wkshp	**1:10-2:45**	C-Math
1:45-2:45	**1:15-2:45**	**1:30-1:50** Recess	A-Reader's/Writer's Wkshp	
Science/Social Studies	A-Math	**1:50-2:45**	B-Math	**2:20-2:35**
	B-Science/Social Studies	A-Math	C-Science/Soc. Studies	Recess
2:45-2:55	C-Reader's/Writer's Wkshp	B-Science/Soc. Studies		
Dismissal		C-Reader's/Writer's Wkshp	**2:45-2:55**	**2:45-2:55**
	2:45-2:55		Dismissal	Dismissal
	Dismissal	**2:45-2:55**		
		Dismissal		

Appendix U

After recording return to:
Calloway Title & Escrow, LLC
David W. Dudley 2-20341
4170 Ashford Dunwoody Rd. Ste. 285
Atlanta, Georgia 30319

Prepared by and return to:

Kutak Rock LLP
Suite 2100
Peachtree Center South Tower
225 Peachtree Street, N.E.
Atlanta, GA 30303-1731
Ruth E. Isaac, Esq.

2011142653 DEED BOOK **22607** Pg **769**

Real Estate Transfer Tax $3,110.00

Filed and Recorded:
8/31/2011 3:45:51 PM
Debra DeBerry
Clerk of Superior Court
DeKalb County, Georgia

STATE OF GEORGIA

COUNTY OF DEKALB

LIMITED WARRANTY DEED

THIS INDENTURE, made as of the 30th day of August, 2011, between **PropCo Kelton, LLC**, a Georgia limited liability company, as party of the first part (hereinafter called "Grantor"), and **DeKalb Academy of Technology & the Environment, Inc.**, a Georgia non-profit corporation, as party of the second part (hereinafter called "Grantee").

WITNESSETH:

Grantor, for and in consideration of the sum of TEN and NO/100ths DOLLARS ($10.00), in hand paid at and before the sealing and delivery of these presents, the receipt whereof is hereby acknowledged by Grantor, has granted, bargained, sold, aliened, conveyed and confirmed, and by these presents does grant, bargain, sell, alien, convey and confirm unto the said Grantee, its successors, successors-in-title and assigns, that certain tract or parcel of land lying and being in Land Lot 139 of the 18th District, DeKalb County, Georgia, and being more particularly described on Exhibit "A" attached hereto and made a part hereof.

TO HAVE AND TO HOLD the said tract or parcel of land, with all and singular the rights, members and appurtenances thereof, to the same being, belonging, or in anyway appertaining, to the only proper use, benefit and behoof of Grantee, its successors, successors-in-title and assigns, forever in FEE SIMPLE.

AND THE SAID GRANTOR, for itself and for successors, successors-in-title and assigns, does hereby agree to warrant and forever defend the right and title to the

above-described property unto Grantee, its successors, successors-in-title and assigns, against the claims of all persons claiming by, through or under Grantor.

[Signature page to Limited Warranty Deed]

IN WITNESS WHEREOF, Grantor has caused this deed to be executed under seal as of the day and year first above written.

Signed, sealed and delivered
in the presence of:

Unofficial Witness

Notary Public

[NOTARY SEAL]

My Commission Expires:

SHELIA A. GUNTER
NOTARY
PUBLIC
Exp. June 08, 2012
GWINNETT COUNTY, GA

GRANTOR:

PropCo Kelton, LLC,
a Georgia limited liability company

By: _____
Harris Tessler
Manager

DEED BOOK 22607 Pg 772
Debra DeBerry
Clerk of Superior Court
DeKalb County, Georgia

EXHIBIT A

LEGAL DESCRIPTION

All that tract or parcel of land lying and being in Land Lot 139, 18th District, DeKalb County, Georgia, and being more particularly described as follows:

BEGINNING at an iron pin set at the point of intersection of the former 30 foot Southwesterly right of way line of Kelton Drive (formerly a 30 foot right of way, and currently a 60 foot right of way) with the Southeasterly right of way line of the Georgia Railroad (a 200 foot right of way); running thence South 09 degrees 30 minutes 53 seconds East along the former 30 foot Southwesterly right of way line of Kelton Drive, a distance of 599.99 feet to a nail set in a catch basin; thence leaving the former 30 foot Southwesterly right of way line of Kelton Drive and running South 75 degrees 39 minutes 45 seconds West a distance of 400.00 feet to an iron pin found; running thence North 09 degrees 46 minutes 30 seconds West a distance of 599.60 feet to an iron pin set on the Southeasterly right of way line of the Georgia Railroad; and running thence Northeasterly along the Southeasterly right of way line of the Georgia Railroad and following the arc of a curve to the right (said arc having a radius of 2,234.93 feet and being subtended by a chord line having a bearing of North 75 degrees 38 minutes 22 seconds East and a chord length of 402.75 feet); an arc distance of 403.30 feet to the iron pin set at the point of beginning, being a tract of land containing 5.375 acres, according to an As-Built survey prepared for John Hardy Jones, Branch Banking and Trust Company and Lawyers Title Insurance Corporation by Charles D. McCann, Georgia Registered Land Surveyor No. 2245, dated December 9, 1998 and revised August 26, 2003.

LESS AND EXCEPT THEREFROM that portion of the above described property conveyed by I&D., Inc. to DeKalb County, Georgia, by a Right of Way Deed dated April 1985, and recorded in Deed Book 5197, Page 298, DeKalb County, Georgia records.

PT-61 (Rev. 11/04) To be filed in **DEKALB COUNTY** **PT-61 044-2011-018740**

SECTION A – SELLER'S INFORMATION (Do not use agent's information)		SECTION C – TAX COMPUTATION	
SELLER'S BUSINESS / ORGANIZATION / OTHER NAME Propco Kelton, LLC		Exempt Code If no exempt code enter NONE	NONE
MAILING ADDRESS (STREET & NUMBER) 5588 Chamblee Dunwoody Road Suite 195		1. Actual Value of consideration received by seller Complete Line 1A if actual value unknown	$3,110,000.00
CITY, STATE / PROVINCE / REGION, ZIP CODE, COUNTRY Dunwoody, GA 30338 USA	DATE OF SALE 8/30/2011	1A. Estimated fair market value of Real and Personal property	$0.00
SECTION B – BUYER'S INFORMATION (Do not use agent's information)		2. Fair market value of Personal Property only	$0.00
BUYERS'S BUSINESS / ORGANIZATION / OTHER NAME DeKalb Academy of Technology & the Environment, Inc.		3. Amount of liens and encumbrances not removed by transfer	$0.00
MAILING ADDRESS (Must use buyer's address for tax billing & notice purposes) 1492 Kelton Drive		4. Net Taxable Value (Line 1 or 1A less Lines 2 and 3)	$3,110,000.00
CITY, STATE / PROVINCE / REGION, ZIP CODE, COUNTRY Stone Mountain, GA 30083 USA	Check Buyers Intended Use ( ) Residential (X) Commercial ( ) Agricultural ( ) Industrial	5. TAX DUE at .10 per $100 or fraction thereof (Minimum $1.00)	$3,110.00

SECTION D – PROPERTY INFORMATION (Location of Property (Street, Route, Hwy, etc))					
HOUSE NUMBER & EXTENSION (ex 265A) 1492	PRE-DIRECTION, STREET NAME AND TYPE, POST DIRECTION Kelton Drive				SUITE NUMBER
COUNTY DEKALB	CITY (IF APPLICABLE)		MAP & PARCEL NUMBER 18-139-02-001		ACCOUNT NUMBER
TAX DISTRICT	GMD	LAND DISTRICT 18th	ACRES	LAND LOT 139	SUB LOT & BLOCK

SECTION E – RECORDING INFORMATION (Official Use Only)				
DATE	DEED BOOK	DEED PAGE	PLAT BOOK	PLAT PAGE

ADDITIONAL BUYERS
None

THIS PROMISSORY NOTE HAS NOT BEEN REGISTERED UNDER THE SECURITIES ACT OF 1933. THE TRANSFERABILITY HEREOF IS RESTRICTED BY THE INDENTURE IDENTIFIED IN THE ASSIGNMENT ENDORSED HEREON.

PROMISSORY NOTE

August 30, 2011 $7,215,000

FOR VALUE RECEIVED, the undersigned, DeKalb Academy of Technology & the Environment, Inc., a Georgia nonprofit corporation (together with its successors and assigns, the "Borrower"), hereby promises to pay to the order of the Joint Development Authority of DeKalb County, Newton County and Gwinnett County, a body corporate and politic and public corporation created and existing under the laws of the State of Georgia (together with its successors and assigns, the "Issuer"), the principal sum of Seven Million Two Hundred Fifteen Thousand Dollars ($7,215,000) payable as provided herein. The Borrower will pay or cause to be paid to Wells Fargo Bank, National Association, as trustee (together with any successor as trustee, the "Trustee"), in immediately available funds for the account of the Issuer for deposit into the Bond Fund created under the Trust Indenture dated as of August 1, 2011 between the Issuer and the Trustee (the "Indenture"), on or before the 20th day of each month, the amounts specified in Section 5.02(a) of the Loan Agreement dated as of August 1, 2011 between the Issuer and the Borrower (the "Loan Agreement"). This Note will mature on the earlier of (i) the date on which the hereinafter defined Bonds are paid in full within the meaning of Article IX of the Indenture or (ii) July 1, 2041.

The principal of, premium, if any, and interest on this Note are payable in lawful money of the United States of America at the designated corporate trust office of the Trustee, initially its office in Atlanta, Georgia, whether at maturity or by acceleration, for deposit in the Bond Fund, as defined in the Indenture, for the account of the Issuer.

This Note constitutes the Note issued under and pursuant to and is entitled to the benefits and subject to the conditions of the Loan Agreement, to which reference is hereby made for a description of the terms and conditions upon which this Note may be subject to optional or mandatory prepayment, in whole or in part, or may be accelerated. Reference is hereby made to the Loan Agreement for a description of the security for this Note and the options and obligations of the Borrower and the Issuer hereunder and thereunder. Upon an Event of Default (as defined in the Loan Agreement), the entire principal of and interest on this Note may be declared or may become immediately due and payable as provided in the Loan Agreement. This Note is given for value received and in consideration of the issuance by the Issuer of its bonds designated as "Joint Development Authority of DeKalb County, Newton County and Gwinnett County Charter School Revenue Bonds (DeKalb Academy of Technology & the Environment, Inc. Project), Series 2011A" and as "Joint Development Authority of DeKalb County, Newton County and Gwinnett County Charter School Taxable Revenue Bonds (DeKalb Academy of Technology & the Environment, Inc. Project), Series 2011B" (collectively the "Bonds"), issued by the Issuer under the terms of a bond resolution adopted by the Issuer and the Indenture.

If at any time all principal and interest and any premium payments on the Bonds have been paid within the meaning of the Indenture, the Borrower will not be obligated to make any further principal or interest or premium payments hereunder, and the Issuer or the Trustee will surrender this Note to the Borrower for cancellation.

The obligation of the Borrower to make the payments required to be made under this Note and to perform and observe any and all of the other covenants and agreements on its part contained herein will be a general obligation of the Borrower and will be absolute and unconditional irrespective of any defense or any rights of setoff, counterclaim, or recoupment it may otherwise have against the Issuer. Until such time as the principal of, premium, if any, and the interest on the Bonds has been paid in full, the Borrower agrees that it will not suspend, abate, reduce, abrogate, diminish, postpone, modify, or discontinue any payments on this Note or fail to observe any of its other covenants or agreements herein or terminate its obligations hereunder for any contingency, act of God, event, or cause whatsoever, including, without limiting the generality of the foregoing, failure of the Borrower to occupy or to use the facilities being financed with the proceeds of the Bonds as contemplated in the Loan Agreement or otherwise, any change or delay in the time of availability of the facilities being financed with the proceeds of the Bonds, any acts or circumstances that may impair or preclude the use or possession of the facilities being financed with the proceeds of the Bonds, any acts or circumstances that may constitute an eviction or constructive eviction, any defect in the title, design, operation, merchantability, fitness, or condition of the facilities being financed with the proceeds of the Bonds or in the suitability of the facilities being financed with the proceeds of the Bonds for the Borrower's purposes or needs, failure of consideration, destruction of or damage to the facilities being financed with the proceeds of the Bonds, commercial frustration of purpose, the taking by eminent domain of title to or the use of all or any part of the facilities being financed with the proceeds of the Bonds, any change in the tax or other laws of the United States of America or of the State of Georgia or any political subdivision of either thereof or in the rules and regulations of any governmental authority, any declaration or finding that the Bonds are invalid or unenforceable, the invalidity of any provision of the Loan Agreement or this Note, or any failure of the Issuer to perform and observe any agreement, whether express or implied, or any duty, liability, or obligation arising out of or connected with the Loan Agreement.

This Note is issued with the intent that the laws of the State of Georgia govern its construction.

The Borrower hereby waives presentment, demand, protest, and notice of demand or protest, and assents to the addition or release of any other party or person primarily or secondarily liable under this Note. Upon a default hereunder, the Borrower agrees to pay attorneys' fees and expenses as provided by the Loan Agreement. No waiver by the Issuer or its assigns of any default under this Note will be effective unless in writing, and no such waiver will be a waiver of any other default. This Note will bind the successors and assigns of the Borrower.

DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONMENT, INC.

(SEAL)

By: _____
Headmaster/CEO

Attest:

_____
Secretary

ENDORSEMENT

FOR VALUE RECEIVED, the Joint Development Authority of DeKalb County, Newton County and Gwinnett County (the "Issuer"), hereby irrevocably assigns and transfers the foregoing Note, without recourse or warranty, except warranty of good title and warranty that the Issuer has not assigned the foregoing Note to a person other than the Trustee and that $7,215,000 remains unpaid under the foregoing Note, to the order of Wells Fargo Bank, National Association, Atlanta, Georgia (the "Trustee"), trustee under a Trust Indenture dated as of August 1, 2011 between the Issuer and the Trustee. The Issuer hereby directs the maker of the Note, DeKalb Academy of Technology & the Environment, Inc., to make all payments with respect to principal of, premium, if any, and interest on the Note and all other payments required thereby directly to the order of the Trustee for the account of the Issuer at the Trustee's corporate trust office in Atlanta, Georgia, or such other place as the Trustee, or its successor in trust, may designate in writing.

Dated: August 30, 2011.

JOINT DEVELOPMENT AUTHORITY OF DEKALB COUNTY, NEWTON COUNTY AND GWINNETT COUNTY

By: _____
Chairman

(SEAL)

ATTEST:

_____
Secretary

ACKNOWLEDGMENT OF ASSIGNMENT

The undersigned hereby acknowledges and agrees to the aforesaid assignment of the Note by the Joint Development Authority of DeKalb County, Newton County and Gwinnett County to Wells Fargo Bank, National Association, as trustee.

Dated this 30th day of August 2011.

DEKALB ACADEMY OF TECHNOLOGY & THE ENVIRONMENT, INC.

By: _____
Headmaster/CEO

Appendix V

SITE CODE - 1926.01
FACILITY CODE - 0213

I. SCHOOL SYSTEM IDENTIFICATION AND CONTACT PERSON

School System: DeKalb County	Name of Superintendent: Dr. Crawford Lewis Person to Contact (designee): Steven Donahue
Mailing Address: 3770 North Decatur Rd. Decatur, Ga. 30032	Phone Number: FAX Number: E-mail Address:

II. FACILITY IDENTIFICATION AND CONTACT PERSON

Facility Name: DeKalb Academy of Technology and Environment	Facility Supervisor: Maury Wills Person to Contact (designee): Maury Wills
Mailing Address: 1492 Kelton Rd. Stone Mountain, GA 30083	Phone Number: FAX Number: E-mail Address:

III. LOCATION OF PROPOSED SITE/FACILITY

Address of Proposed Site/Facility and/or legal definition of the site:
1492 Kelton Rd.
Stone Mountain, GA 30083

Acreage in proposed Site: 5	Site is Owned by a Charter School: ____ Site is Leased: ✓ Site is Used through an agreement ____

IV. PROPOSED FACILITY TO BE LOCATED ON THIS SITE

Name of Proposed Facility: DeKalb Academy of Technology and Environment

Proposed Grades: K-8

Approximate Number of Students: 501

Number of Instructional Units Proposed: 26

Is this the maximum size planned for this Facility? (Circle One) (Yes) No

Is this facility being designed for future expansion? (Circle One) Yes (No)

Estimated date facility is to be occupied:
Date: 7/23/09
Comments: _____

If expanded, maximum number of instructional units proposed in the future: _____ I.U.

V. UTILITIES AVAILABLE ON THE PROPOSED SITE

(If Utilities are not currently available on the site, please indicate when utility providers anticipate delivery of utilities to the site.)

UTILITY	CURRENTLY AVAILABLE? Yes	No	WHEN AVAILABLE? (Date)	OTHER RELEVANT FACTORS	
(a) Electricity	✓			Voltage: _____	Phase: _____
(b) Natural Gas	✓			Line Size: _____	Line Pressure: _____
(c) Telephone	✓				
(d) Cable	✓				
(e) Water	✓				
Public	✓			Line Size: _____	Line Pressure: _____ Attach FLOW TEST results (See Note Below)*
Private				Line Size: _____	Line Pressure: _____ Attach FLOW TEST results (See Note Below)*
(f) Sewage					
Public	✓				
Private					

VI. MISCELLANEOUS SITE INFORMATION

(For each item, circle the appropriate response. If "Other" is selected, please enter appropriate response.)

(a) Property Zoned	Residential	Industrial	Commercial	Other: ✓
(b) Adjacent Development or Existing Community Design	Residential ✓	Industrial	Commercial	Other: _____ _____
(c) Traffic Conditions Around Site	Congested	Moderate ✓	Light	Other: _____
(d) Topography	Steep	Rolling	Gently Sloping	Flat ✓
(e) Grading for Building	Excessive	Moderate	Minimal ✓	Comments: _____ (Continue on reverse)
(f) Rock Excavation	Unlikely ✓	Some But Not Excessive	Excessive	Comments: _____ _____ (Continue on reverse)
(g) Area Available for Parking	Adequate Space ✓	Limited Space	Inadequate Space	Comments: _____ _____ (Continue on reverse)
(h) Vehicular Access to Site	Excellent Potential ✓	Development Restricted	Development Difficult	Comments: _____ _____ (Continue on reverse)
(i) Area Available for Athletic and Recreation Area Development	Adequate ✓	Limited	Inadequate	Comments: _____ _____ (Continue on reverse)

VII. Describe any potential hazards and provide an evaluation of each hazard in relation to the possible impact on the site and potential risk to students using this site/facility. (Refer to DOE Risk Hazard Guidance Document for additional information regarding potential hazards.)

N/A

VIII. COMMITTEE MEMBERS EVALUATING THIS SITE/FACILITY:

Site/Facility Committee Member

_____ _____
(State Facilities Section Consultant's Signature) (Date)

Site/Facility Committee Member

_____ 7/02/09
(Committee Member's Signature) (Date)

Site/Facility Committee Member

_____ 7/2/09
(Committee Member's Signature) (Date)

Site/Facility Committee Member

_____ 07/02/09
(Committee Member's Signature) (Date)

Recommendations, comments, and/or concerns (if any) of the Site/Facility Committee Members reviewing this site/facility:

IX. Representative, Department of Human Resources and Building Code Officer

The above site ( ) <u>is recommended</u> or <u>( ) is not recommended</u> for approval for an instructional facility. *MUST SELECT ONE-(is recommended) or (is not recommended)*

_____ _____
(DHR Representative's Signature) (Date)

- FOR SITES WITH AN EXISTING BUILDING ONLY -
The above facility (✓) <u>meets</u> or <u>( ) does not meet</u> applicable building and life safety codes for an instructional facility. *MUST SELECT ONE-(meets) or (does not meet)*

Scott L. Sprague 8-6-09
(Building Code Enforcement Officer) (Date)

Recommendations, comments, and/or concerns (if any) of the Department of Human Resources Representative and/or Codes Enforcement Officer reviewing this site/facility:

Attach additional pages if necessary.

X. SCHOOL SYSTEM APPROVAL FOR USE OF THE SITE/FACILITIES

DeKalb Academy of Technology and Environment
(Facility Name)

FOR INSTRUCTIONAL PURPOSES WHEN THE SCHOOL SYSTEM DOES NOT HOLD FEE/SIMPLE TITLE TO THE PROPERTY NAMED BELOW.

After carefully considering the findings from all studies completed and evaluating the potential sites available for use by DeKalb Academy of Technology and Environment **for**
(Name of Program Operator or Charter School)

the instructional programs planned, the DeKalb Board of Education
(Name of Board of Education)
Board of Education (✓) approves, ( ) approves with comments, or ( ) does not approve the site/facility named below for the instructional programs planned. Approval comments or reasons for not approving the site/facility are to be attached to this form.

Location of Site: 1492 Kelton Dr. Stone Mountain, Ga. 30083

Facility Name: DeKalb Academy of Technology and Environment

Superintendent:

Crawford Lewis
(Superintendent's Signature)

8-12-09
(Date)

School Board Chairman:

[signature]
(School Board Chairman's Signature)

8-13-09
(Date)

Submit one copy of the completed approval form to the Facility Services Unit, 1670 Twin Towers East, 205 Jessie Hill Jr. Drive, Atlanta, GA 30334.

DeKalb County Planning & Development Department

DV240

Non-Residential Certificate of Occupancy

Project

Type: Non-Residential Permit Number:1043759380 Project: DEKALB ACADEMY OF TECHNOLOGY

Work Type: ALTERATIONS TO EXISTING STRUCT Construction Type: N/A

Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE

Maximum Occupancy Load : 819

Property

Address: 1492 KELTON DR STONE MOUNTAIN,GA 30083-

Zoning: M Rezoning: N/A Land Use: LIND Census: 219.04 Parcel ID: 18 139 02 001 Lot #: District: 04 07

Applicant

Owner: PROPCO KELTON LLC Address: 5588 CHAMBLEE DUNWOODY RD DUNWOODY, GA 30338

Tenant: N/A Address: N/A

The structure has been inspected for compliance with the requirements of all codes for the occupancy and division of occupancy and the use for which the proposed occupancy is classified and the structure has been erected, to the best of the county's knowledge and belief, in compliance with all applicable county codes at the time of issuance of this certificate of occupancy. Occupancy shall be limited to the area defined by the building permit indicated above for which this certificate is issued.

In accordance with chapter 7, article ii, division 3, section 7-33(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

(1) changes or alterations in the type of permitted use or occupancy without approval.

(2) changes or violations of the conditions of the certificate without approval.

(3) alterations, additions, or improvements to the building, structure, or systems without approval.

ecial Stipulations and/or Conditions (If Applicable)

Date: 08/10/2009

Issued By: Adah Silver

Permits, Zoning & Plans Review Supervisor

DeKalb Board of Education
Freeman Administrative Center
Building "A"
3770 North Decatur Road
Decatur, GA 30032

MEMORANDUM

TO: Ms. Nicole Knighten, Interim Director
Office of Governmental Relations & Special Projects

FROM: Crawford Lewis
Superintendent

DATE: May 12, 2009

RE: DeKalb Academy of Technology and the Environment (D.A.T.E.) Relocation Amendment

At its business meeting on Monday, May 11, 2009, the DeKalb Board of Education approved an amendment to the DeKalb Academy of Technology and the Environment (D.A.T.E.) Charter designating relocation of the school facility from 1833 Stone Mountain-Lithonia Road, Lithonia 30058 to 1492 Kelton Drive, Stone Mountain, GA 30083.

Please take the appropriate action to effect this directive of the Board.

CL:mcf

Appendix W

Propco Kelton, LLC
5588 Chamblee Dunwoody, #195
Dunwoody, GA 30338

June 29, 2010

Dr. Maury L. Wills
Headmaster/CEO
Dekalb Academy of Technology & Environment
1492 Kelton Drive
Stone Mountain, GA 30083

RE: Request for Letter

Dear Dr. Wills:

This letter is to certify that the Landlord has no knowledge of any environmental issues with the property. Please see attached report for more information.

Sincerely,

Harris Tessler
Manager of Propco Kelton, LLC

HT:aa

UPDATE PHASE I ENVIRONMENTAL SITE ASSESSMENT REPORT
FOR THE PROPERTY LOCATED AT
1492 KELTON DRIVE
IN STONE MOUNTAIN, GEORGIA

1.0 SUMMARY OF FINDINGS

- This update Phase I Environmental Site Assessment (ESA) was conducted on a property located at 1492 Kelton Drive in Stone Mountain, DeKalb County, Georgia. The subject property is an approximate 5.32-acre tract of land. The property is developed with a three-story, office building with approximately 39,000 square feet of space.

- Historical research determined that the property was developed with two homes and a barn or garage from at least 1949 until the early 1980's. Much of the property was cleared during that time. A driveway once was routed through the Site toward two residences located on the adjacent property to the west. The existing three-story office building was constructed in 1985. The building has been occupied by nth Degree since that time. nth Degree designs sales and marketing displays for trade shows and conferences and provides management services for trade shows.

- Inspection of the property did not identify any evidence of hazardous materials or petroleum products, above or below ground storage tanks or buried solid waste. Inspection of the hydraulic system for an elevator did not identify any signs of leakage. No spills were identified in the area of a battery backup system used to power a computer system in the event of a power outage. The break room is finished with vinyl floor tile. Some floor tiles continue to be manufactured with asbestos. If renovations are planned which include the removal or disturbance of the floor tiles, they should be tested for the presence of asbestos. If found to contain asbestos, it should be removed by a qualified contractor and be disposed of properly. Two pad-mounted transformers are located on the property. There is no visual evidence that the transformers have leaked dielectric fluid.

- Adjacent properties include various warehouse-distribution facilities and town homes. None of the adjacent properties were identified on the regulatory agency database report and there was no visual evidence that any would impact the subject property.

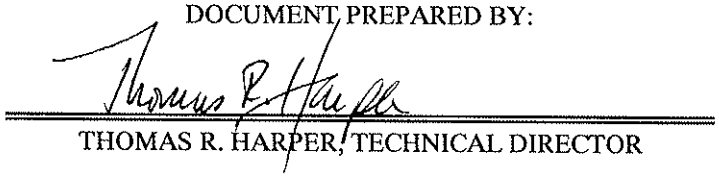
THE INFORMATION CONTAINED IN THIS REPORT TITLED:

"UPDATE PHASE I ENVIRONMENTAL SITE ASSESSMENT REPORT FOR THE PROPERTY LOCATED AT 1492 KELTON DRIVE IN STONE MOUNTAIN, GEORGIA"

IS CONFIDENTIAL AND IS INTENDED FOR THE EXCLUSIVE USE OF

ROBINSON, JAMPOL, SCHLEICHER & JACOBS, LLP OR ITS ASSIGNS

DOCUMENT PREPARED BY:



THOMAS R. HARPER, TECHNICAL DIRECTOR

April 13, 2006

UPDATE PHASE I ENVIRONMENTAL SITE ASSESSMENT REPORT
FOR THE PROPERTY LOCATED AT
1492 KELTON DRIVE
IN STONE MOUNTAIN, GEORGIA

TABLE OF CONTENTS

Section			Page
1.0	SUMMARY OF FINDINGS		1
2.0	INTRODUCTION		3
	2.1	Purpose	3
	2.2	Terms and Conditions	4
3.0	SITE DESCRIPTION		5
	3.1	Site and Vicinity Characteristics	5
	3.2	Descriptions of Structures, Roads and Other Improvements	5
	3.3	Current Use of Subject Site	6
	3.4	Site Reconnaissance	6
		3.4.1 Hazardous Substances Identified	6
		3.4.2 Unidentified Drums or Other Substance Containers	6
		3.4.3 Storage Tanks	7
		3.4.4 Indications of Polychlorinated Biphenyls	7
		3.4.5 Indications of Solid Waste Disposal	7
		3.4.6 Wastewater Discharges/Septic Systems	7
		3.4.7 Suspect Asbestos Containing Materials	8
		3.4.8 Radon	8
		3.4.9 Lead Based Paint	8
		3.4.10 Summary of Findings	8
	3.5	Environmental Setting	8
		3.5.1 Site Topography and Drainage	9
		3.5.2 Regional and Site Geology	9
		3.5.3 Floodplain and Wetlands	10
4.0	SITE HISTORY		11
	4.1	Historical Aerial Photographs	11
	4.2	Historic Maps	12
	4.3	Chain of Title	12
	4.4	City Directories	12
	4.5	Historical Review Summary	12
5.0	REGULATORY/GOVERNMENTAL AGENCY INQUIRIES		13
	5.1	Federal and State Regulatory Agency Inquiries	13
	5.2	Pipeline Review	18
	5.3	Summary of Regulatory/Governmental Inquiries	18

UPDATE PHASE I ENVIRONMENTAL SITE ASSESSMENT REPORT
FOR THE PROPERTY LOCATED AT
1492 KELTON DRIVE
IN STONE MOUNTAIN, GEORGIA

TABLE OF CONTENTS (continued)

6.0 ADJACENT PROPERTIES EVALUATION 20

7.0 CONCLUSIONS AND RECOMMENDATIONS 21

8.0 REFERENCES 22

List of Figures

Figure 1 – Site Location Map
Figure 2 – Site Plan
Figure 3 – Site Topographic Map
Figure 4 – Floodplain Map
Figure 5 – Wetlands Map

List of Appendices

Appendix A – Photographs
Appendix B – Historical Aerial Photographs and Maps
Appendix C – Regulatory Agency Database Report
Appendix D – Resume of Environmental Professional

UPDATE PHASE I ENVIRONMENTAL SITE ASSESSMENT REPORT
FOR THE PROPERTY LOCATED AT
1492 KELTON DRIVE
IN STONE MOUNTAIN, GEORGIA

1.0 SUMMARY OF FINDINGS

- This update Phase I Environmental Site Assessment (ESA) was conducted on a property located at 1492 Kelton Drive in Stone Mountain, DeKalb County, Georgia. The subject property is an approximate 5.32-acre tract of land. The property is developed with a three-story, office building with approximately 39,000 square feet of space.

- Historical research determined that the property was developed with two homes and a barn or garage from at least 1949 until the early 1980's. Much of the property was cleared during that time. A driveway once was routed through the Site toward two residences located on the adjacent property to the west. The existing three-story office building was constructed in 1985. The building has been occupied by nth Degree since that time. nth Degree designs sales and marketing displays for trade shows and conferences and provides management services for trade shows.

- Inspection of the property did not identify any evidence of hazardous materials or petroleum products, above or below ground storage tanks or buried solid waste. Inspection of the hydraulic system for an elevator did not identify any signs of leakage. No spills were identified in the area of a battery backup system used to power a computer system in the event of a power outage. The break room is finished with vinyl floor tile. Some floor tiles continue to be manufactured with asbestos. If renovations are planned which include the removal or disturbance of the floor tiles, they should be tested for the presence of asbestos. If found to contain asbestos, it should be removed by a qualified contractor and be disposed of properly. Two pad-mounted transformers are located on the property. There is no visual evidence that the transformers have leaked dielectric fluid.

- Adjacent properties include various warehouse-distribution facilities and town homes. None of the adjacent properties were identified on the regulatory agency database report and there was no visual evidence that any would impact the subject property.

- The regulatory agency records search identified two non-HSI sites within one-mile, five LUST sites within one-half mile, and one registered underground storage tank site, one CERCLIS-NFRAP site and four small quantity generators within one-quarter mile of the subject property. A review of the file for the closest non-HSI site determined that no release had actually occurred. A second non-HSI site was found to have low concentrations of trichloroethene in groundwater. Two of the LUST sites were found to have low levels of groundwater contamination and a third LUST site was found to have low levels of soil contamination. The Georgia EPD has issued no further action letters for all five of the LUST sites. None of the small quantity generators were identified on databases which have had releases of hazardous materials or petroleum products. A list of orphan sites identified four state hazardous waste

sites (HSI), two non-HSI sites, two LUST, four small quantity generators and three emergency response notification systems sites. Based on information obtained by reviewing files and the locations of the orphan sites, none would have an impact on the subject property.

- No recognized environmental conditions were identified on this property and no additional investigations of the environmental conditions are warranted.

2.0 INTRODUCTION

Environmental Technology Resources, Inc. (ETRI) was retained by Robinson, Jampol, Schleicher & Jacobs, LLP) to complete an update Phase I Environmental Site Assessment (ESA) of the property located at 1492 Kelton Drive in Stone Mountain, Georgia (hereafter referred to as "Site" or "subject property"). ETRI completed the Phase I ESA in accordance with the scope of work specified by ASTM E-1527.

ETRI completed a previous Phase I ESA on this property. The previous Phase I ESA was completed for Branch Banking & Trust Company. ETRI developed a report titled: *Phase I Environmental Site Assessment for the Property Located at 1462 Kelton Drive in Stone Mountain, Georgia* dated August 15, 2003. The previous Phase I ESA was reviewed and specific information incorporated into this update Phase I ESA.

2.1 PURPOSE

The purpose of the update Phase I ESA was to gather data and render an opinion with a reasonable degree of technical certainty, on the potential for environmental liabilities associated with past or current practices as well as to identify the existence or probability for environmental impairment or liability. The following is a brief overview of the activities performed by ETRI in the update Phase I ESA process:

- **Site Inspection** - The property is initially evaluated through a limited visual inspection of surface conditions. The purpose of this inspection is to identify obvious signs of polluting activity such as stressed vegetation, improper or illegal waste or chemical storage, underground storage tanks, stained soils, etc.

- **Review of the Property History** - Past usage of the Site is an important issue in that "questionable" activity may have resulted in leaving behind a condition of environmental concern that is unrelated to present activity. ETRI reviewed the history of the Site through an examination of historical aerial photographs from the years 1955, 1960, 1978, 1986 and 1993 and historical maps dated 1956 and 1982. ETRI also researched city directories and fire insurance maps to further understand the history of the Site.

- **Inspection of Adjacent Properties** - Adjacent properties can often affect the environmental condition of the property in question either through movement of contaminants across adjoining surfaces or through migration in subsurface environments. Although it is often not possible to access neighboring properties, ETRI's review includes a visual inspection of accessible adjacent areas and an assessment of their potential influence on the subject property.

- **Agency Record Review** - Agency records, which list environmental occurrences in the area, were reviewed to identify significant concerns which could impact the environmental integrity or the value of the property. These records included, but were not limited to, the U.S. EPA Comprehensive Environmental Response, Compensation, and Liability Information System (CERCLIS) List, the National Priorities List (NPL), the Resource Conservation and Recovery Information System (RCRIS) Large and Small Quantity Generator/Treatment, Storage and

Disposal listings, and the Emergency Response Notification database. State databases included the Georgia Leaking Underground Storage Tank (LUST) list, a listing of registered underground storage tanks (USTs), the State's Priority List (SPL) or Hazardous Site Inventory, Permitted Solid Waste Landfills (SWLF) and State Spills list (SPILLS).

Further detail relative to each of the above mentioned Phase I review tasks is given in the text of this document. Photographs depicting various features of the Site can be found in Appendix A.

2.2 TERMS AND CONDITIONS

This update Phase I ESA is based on the conditions existing at the Site during ETRI's visit on April 7, 2006. Results of the update Phase I ESA are based on information provided to ETRI, or which were reasonably available to ETRI from records, interviews and recollections. Specifically, various sections in the report, which rely on historical information, based on interviews, is limited to the information gained from interviewing property management personnel and/or local officials.

This report is based on the current regulatory environment and current fully implemented regulations and deals only with the due diligence required of law for pre-acquisitional investigation relating to CERCLA contamination on the Site. Future regulatory modifications, agency interpretations, and/or attitude changes may affect the compliance status of the Site.

ETRI cannot comment on actual conditions of adjacent properties or, if the activities of adjacent properties have affected the subject site without further investigation. ETRI's review of various database information relative to adjacent properties was obtained from publicly available sources and other secondary sources of information produced by entities other than ETRI. Due to the dynamic nature of such database reports, various facilities are not contained within the database and subsequently do not appear on the computer generated Site maps. ETRI augments the database review with interview information, as appropriate, and reconnaissance activities of the general area. In doing so, ETRI has applied best technical and scientific judgment within the allotted time and economic parameters of this assignment.

The assessment was performed in accordance with generally accepted practices of the profession undertaking similar studies at the same time and in the same geographical area. ETRI exercised these practices during the aforementioned Phase I evaluation. No other warranty is expressed or implied. The recommendations provided in this report do not constitute legal advice and should not be relied upon in any way for legal interpretations.

3.0 SITE DESCRIPTION

3.1 SITE AND VICINITY CHARACTERISTICS

The subject property is located in Land Lot 139 of the 18th District of DeKalb County. The property is located in unincorporated Stone Mountain, DeKalb County, Georgia approximately twelve miles east-northeast of downtown Atlanta. The Site is located within the Stone Mountain Industrial District approximately 3,500 feet south of Highway 78 (Stone Mountain Freeway). The property is located on the west side of Kelton Drive approximately 100 feet south of East Ponce de Leon Avenue. Mountain Industrial Boulevard is located approximately 900 feet east of the Site. The location of the Site relative to these landmarks is shown in Figure 1.

The property is a nearly rectangular shaped lot with the eastern property boundary being defined by Kelton Drive. The eastern and western property boundaries are approximately 599 feet in length. The northern property boundary is 360 feet and the southern property boundary is approximately 365 feet in length. The property includes approximately 5.32-acres of land.

Adjacent properties include office-warehouse and distribution facilities and a town home community.

3.2 DESCRIPTIONS OF STRUCTURES, ROADS AND OTHER IMPROVEMENTS

The subject property is developed with a three-story office building that was constructed in 1985. The building is a steel-framed structure with concrete block walls that are covered with tended Dryvit. The structure is constructed on a concrete slab with lightweight concrete slabs on the second and third floors. The roof is constructed of corrugated, insulated metal roof decking with a rubberized membrane waterproofing system. The building has aluminum-framed windows and doors on all sides.

The main entrance on the north side of the building leads to a lobby located on the second floor. The lobby is two stories and has a ceramic tile flooring and painted sheet rock walls. A secondary entrance is located on the south side of the building which leads to the lower level of the building.

The interior is finished with painted sheet rock walls, carpeted, ceramic tile or vinyl floor tile flooring and suspended ceilings. The only vinyl floor tile is located in the break room on the second floor of the building.

The building has a total of 39,000 square feet of space. The interior of the building is subdivided into offices, conference rooms, large open areas that are used for cubical offices, conference rooms, planning rooms, computer room, and restrooms. A hydraulic elevator and stairs provide access to the various levels of the building. The first floor or ground level includes individual and cubical offices, conference rooms, copy room, elevator hydraulic system and elevator shaft, planning room and restrooms. The second floor of the building includes the main lobby, individual and cubical offices, computer room, break room, elevator and restrooms. The third floor includes individual and cubical offices, restrooms and an elevator.

An UPS emergency backup power system is located on the ground floor. A series of batteries are used to power the emergency backup system. The hydraulic system for the elevator is also located in the

ground floor.

Lighting in the interior of the building consists of fluorescent or incandescent light fixtures.

Access to the Site is provided by two entrances along Kelton Drive. Parking areas on the north and south sides of the building are finished with asphalt pavement. A storm water detention area on the southwest side of the property is used to collect storm water runoff.

Two pad-mounted transformers are located on the property. One transformer is located on the south side of the building adjacent to the parking area and a second transformer is located on the southeast side of the property adjacent to the lower level entrance.

Water and sewer are provided by Dekalb County and Georgia Power provides electric power to the facility.

Figure 2 is a Site Plan showing various features of the property that are discussed in this report.

3.3 CURRENT USE OF SUBJECT SITE

The property is currently occupied by nth Degree which operates a trade show management and sales company. nth Degree designs sales and marketing displays for trade shows and conferences. In addition, nth Degree provides management services for trade shows. Operations in this building include sales, management and administrative personnel as well as designers. No manufacturing of trade show displays is completed at this location. nth Degree has occupied the building since 1985 and was owned by nth Degree until 2001.

3.4 SITE RECONNAISSANCE

ETRI representative Mr. Tom Harper completed a re-inspection of the property on April 7, 2006. Mr. Harper was accompanied by Ms. Georgia Spear, Executive Assistant for nth Degree. The inspection included a walk through of the building and surrounding property and a visual inspection of adjacent properties.

3.4.1 Hazardous Substances Identified

Visual and physical inspections for hazardous substances and petroleum products were conducted. Visual signs of hazardous substances or petroleum products would include stained or otherwise discolored soils, stressed or dead vegetation or areas where vegetation will not grow when the conditions seem favorable for plant growth. No areas of stained soil were identified outside of the building. Inspection of the area of the hydraulic system for the elevator did not identify any hydraulic oil leaks or stained concrete.

3.4.2 Unidentified Drums or other Substance Containers

Visual inspection for hazardous substances and petroleum products including recording the approximate quantities, types of containers, and storage conditions was conducted. This phase of the inspection

includes the identification of any open containers or containers suspected of containing hazardous substances or petroleum products. ETRI did not identify any unlabeled or mislabeled drums during the inspection of the property.

3.4.3 Storage Tanks

A visual inspection was undertaken to locate any above ground storage tanks (AST's) or underground storage tanks (UST's) on the subject property. Evidence of USTs including vent pipes, fill pipes, concrete pads, and access ways were investigated. There were no signs of any AST's or UST's on the subject property.

3.4.4 Indications of PCBs

Polychlorinated biphenyls (PCBs) were produced in the United States from 1929 to 1979, primarily for use as insulating fluids in electrical equipment, such as transformers and ballasts. Although PCBs are no longer being manufactured, electrical transformers and lighting ballasts with fluids containing PCBs may still be in service. Records generally do not exist whether a transformer contains PCBs unless testing of specific transformers is performed. Although not regulated, ballasts containing PCBs should not be disposed with other solid waste.

Two pad-mounted transformers were identified on the southern side of the property. One transformer is located just north of the parking area and the second is located adjacent to the lower level entrance to the building. No labels are present on the transformers, which would indicate whether they contain PCB's. Inspection of the area surrounding the transformers did not have visual evidence of oil staining or stressed vegetation, which could be an indication of a leaking transformer. Georgia Power owns the transformers and would be responsible for the environmental cleanup of areas impacted by releases from the transformers. The office areas are illuminated with fluorescent light fixtures. If the light fixtures are replaced, the ballasts should be tested for the presence of PCBs. If found to contain PCBs, they should be disposed of properly.

3.4.5 Indications of Solid Waste Disposal

Visual inspections for areas that are apparently filled or graded by non-natural causes (or filled from unknown origins), suggesting buried trash or other buried solid waste disposal, or mounds or depressions suggesting trash or other solid waste disposal were conducted. Additionally, visual inspections were conducted to determine whether there was evidence of above ground disposal of solid wastes. No evidence of buried or aboveground solid waste disposal was evident on the Site.

3.4.6 Wastewater Discharges/Septic Systems

Inspections for wastewater or other liquids (other than storm water), discharging into ditches or streams, on or adjacent to the subject property were conducted. No visual or physical evidence of wastewater discharges, other than sanitary discharges to the public sewer system, was discovered on the subject property. DeKalb County provides sanitary sewer services for this property.

3.4.7 Suspect Asbestos Containing Materials

Asbestos containing materials (ACM's) are commonly found in buildings constructed prior to 1981. Because of its strength and insulating qualities, asbestos was used in many building materials, including insulation, textured surfacing materials, and floor tile. The United States Environmental Protection Agency (EPA) defines ACM as any material containing more than 1 percent asbestos. Given the date of construction (1985), it is unlikely that any asbestos containing building materials is located in the building. However, some vinyl floor tiles that contain asbestos were imported into the United States after 1980. Therefore, if the vinyl floor tiles are to be replaced, they should be tested for the presence of asbestos. If they are found to contain asbestos, they should be removed by a qualified contractor and be disposed of properly prior to demolition/renovation activities.

3.4.8 Radon

Radon gas can become a health hazard if allowed to build up in unventilated areas such as basements or crawl spaces. DeKalb County is located in a Radon Zone Level 1. Zone 1 has a predicted average indoor screening level of greater than or equal to 4 Pico Curies per liter (pCi/L). The EPA action level for radon is 4 pCi/L. Although the predicted radon levels are greater than EPA action levels, the building is constructed on a concrete slab, which appears to be in good condition and there are large open spaces with good ventilation. Therefore, we do not believe that radon is a significant hazard on the Site. Site specific testing can be performed to determine whether radon is a concern on the property.

3.4.9 Lead Based Paint

Lead based paint is a hazard in residential properties that were constructed prior to 1978. Lead is a cumulative metal that can cause significant health problems in small children when ingested. The building on the Site was constructed in 1985. Therefore, lead-based paint should not have been used during the initial or follow up painting of the building.

3.4.10 Summary of Findings

The Site reconnaissance determined that the property is developed with an approximate 39,000-square feet three-story office building. The building is occupied by nth Degree which designs trade show displays and also provides trade show management services. The building was constructed in 1985 and has been occupied by nth Degree since that time. No evidence of hazardous material or petroleum product spills, below or above ground storage tanks, buried solid waste or unidentified drums were present on the property. It is possible that vinyl floor tile located in the break room could contain asbestos. Prior to removal of the floor tile, it should be tested for the presence of asbestos. The floor tile is in good condition and would not be considered friable.

3.5 ENVIRONMENTAL SETTING

Surface water, groundwater, and soil characteristics were reviewed by conducting a Site visit and reviewing available topographic, geologic, and hydrogeologic information.

3.5.1 Site Topography and Drainage

A 1997 U.S. Geological Survey, Stone Mountain Quadrangle topographic map was reviewed for relevant site and area topographical characteristics. While the area surrounding the building and the parking area is relatively flat, the general topography of the Site slopes lower to the south-southwest. The elevation is highest on the north side of the property at approximately 1060 feet above mean sea level (amsl). The grade of the parking area and truck loading lock area slopes gradually lower to the south. The general topography of the Site and surrounding areas is shown in Figure 3.

Surface water runoff is controlled by the grade of the Site. Surface water is diverted toward a storm water detention area located on the southwest side of the property. Overflow from the detention area is discharged to a drainage feature located near the southern property boundary. The runoff eventually flows further south toward a tributary to Snapfinger Creek which is located approximately 1,000 feet south of the property.

3.5.2 Regional and Site Geology

The Site is located in Georgia's Piedmont Physiographic Province. Geographically, the Piedmont is a terrain of metamorphosed and deformed rocks ranging in age from late Precambrian to early Paleozoic. Most of the rock in the Piedmont is metamorphic, and includes gneisses, schists, and meta-volcanics, however, there are localized outcrops of granitic rocks that can cover large areas (e.g. Stone Mountain). When weathered, these rocks form a reddish-brown soil (residuum) consisting of various ratios of sand, silt, and clay. This material is called saprolite when the structural features of the parent rock (such as foliation and schistosity) are retained. Because of slow erosion rates within the Piedmont during recent geologic time, residuum/saprolite can be as much as 100 feet thick beneath major topographic features.

According to the *Geology of the Greater Atlanta Region,* dated 1984, the Site is located within the Clarkston Formation of the Southern Piedmont Province and Brevard Fault Zone. The Clarkston Formation is a sillimanite-garnet-quartz-plagioclase-biotite-muscovite schist interlayered with horneblende-plagioclase amphibolite (ca). The formation is relatively common in areas east-northeast of Atlanta in northeast Georgia.

According to the *Soil Survey of DeKalb County, Georgia* dated July 1982, the main soil type found on the subject property is classified as Urban Land (Ud). These are areas that are mainly located in developed communities and industrial areas. They have been modified by cutting, filling, shaping and smoothing.

Groundwater in the uppermost aquifer in the Piedmont typically occurs under unconfined conditions in the pore spaces of the shallow soils, and is usually encountered within several feet to upwards of 30 to 40 feet below existing ground surfaces. The top of the water table generally mimics the topography of the ground surface. Groundwater flows from highlands to lowlands, discharging into streams or wetlands. Based on a review of area topography, groundwater would likely be encountered at a depth of 15 to 25 feet. Groundwater would likely be moving in a southerly direction eventually discharging into a tributary of Snapfinger Creek, approximately 1,000 feet south of the subject property.

3.5.3 Floodplain and Wetlands

ETRI obtained a Flood Insurance Rate Map (FIRM) to determine whether any area of the subject property is in a 100-year floodplain. According to Community Panel Numbers 1300650006D and 1300650007C dated July 5, 1983, the subject property is not located in a 100-year floodplain. The Site is classified as being in Zone C, which is outside of the 500-year floodplain. A copy of the FIRM map is included as Figure 4.

ETRI obtained a National Wetlands Inventory Map for the area of the Site to determine whether the Site is in a wetlands area. According to the Corps of Engineers Wetlands Delineation Manual (Technical Report Y-87-1), wetlands are defined as those areas that are inundated or saturated by surface or groundwater at a frequency and duration sufficient to support, and that under normal circumstances do support, a prevalence of vegetation typically adapted for life in saturated soil conditions. Wetlands generally include swamps, marshes, bogs and similar areas. Review of the draft 1987 National Wetlands Inventory Map – Stone Mountain Quadrangle, Figure 5, no area of the Site is considered to be located in jurisdictional wetlands.

4.0 SITE HISTORY

Historical information on the subject property was provided in the original Phase I ESA report. The historical information is provided in this update Phase I ESA for completeness.

Background information for the Site was obtained from reviewing historical aerial photographs, historic topographic maps for the Site and surrounding area. The historical aerial photographs and topographic maps were obtained from the DeKalb County Natural Resources Conservation Service.

4.1 HISTORICAL AERIAL PHOTOGRAPHS

Aerial photographs were reviewed to help establish prior land use and for evidence of processes, facilities or surface features that might be an environmental concern. Reproductions of these aerial photographs are included in Appendix B. The following summarizes the aerial photograph review:

1949 The earliest view of the subject property available for review was a 1949 aerial photograph. This aerial photograph shows the subject property being cleared and developed with at least two structures. A driveway led to a house and barn on the mid-section of the property. Kelton Drive had been constructed and formed the eastern property boundary. The rail line and East Ponce de Leon Avenue were constructed to the north. A pond was located on the adjacent property to the southwest. Land use in the area was a mix of residential and agricultural in 1949.

1960 The 1960 aerial photograph continues to show the property being developed with at least two structures and much of the property being cleared. Land use on surrounding properties continued to be residential and agricultural.

1978 Significant changes had taken place in the area by 1978. One structure was located on the southern side of the Site and another was located just west of Kelton Drive on the southeastern side of the property. The northern side of the property continued to be cleared. The adjacent properties to the south and west were developed with office-manufacturing-warehouse buildings. Properties to the northeast and northwest across East Ponce de Leon Avenue were developed with office-warehouse buildings. The adjacent property to the east was wooded and undeveloped.

1986 By 1986, the subject property had been developed with the existing three-story office building. The northern and southern parking areas can be seen in this aerial photograph. Additional development of office-warehouse buildings had been competed to the southwest and north. A residential subdivision had been developed to the east.

1993 The 1993 aerial photograph shows a number of vehicles are parked on the north and south parking areas. Adjacent properties to the north, south and west were all developed with office-warehouse buildings.

2002 A 2002 aerial photograph does not identify any significant changes to the property. The building and parking areas are shown as they exist today.

4.2 HISTORIC MAPS

In the late nineteenth century, the Sanborn Company began preparing maps for use by fire insurance companies. These maps indicate construction materials of specific structures in developed urban areas. With the advent of retail gasoline service stations, the locations of gas tanks were noted, often without AST or UST designations. These maps were expanded geographically periodically through the twentieth century. Sanborn Maps are typically published for central business districts and were not available for the Site area covering the years 1867 to 1990.

ETRI reviewed historic topographic maps dated 1956 and a photorevised version of this topographic map dated 1982 to obtain additional information regarding the Site history. The 1956 topographic map indicates that the subject property was developed with at least two residences and one barn or garage structure. A driveway led to another residence and barn to the west. This topographic map also shows a pond that was located to the southwest. Kelton Drive was called Allen Drive at that time. The photorevised 1982 topographic map indicates that property continued to have two residential structures present. The barn on the southeast side of the property and the driveway were no longer present. The two residences to the west were no longer present in 1982.

4.3 CHAIN OF TITLE

A chain of title was not requested as part of this Phase I ESA, therefore this report has been prepared without this information.

4.4 CITY DIRECTORIES

City directories, which list property tenants by street address, are typically reviewed to identify past Site occupants. A search for City and Suburban directories was conducted at the Atlanta Historical Society in Atlanta, Georgia. Listings were only found in Suburban directories dated 1996, 1999 and 2004-2005. Each of the Suburban directories identified nth Degree as the tenant in the building.

4.5 HISTORICAL REVIEW SUMMARY

Based on a review of available historical aerial photographs and maps, the subject property was developed with two residential structures and a barn or garage in the late 1940's through the early 1980's. A driveway once was routed through the property to two additional residences located on the adjacent property to the west. The existing three-story office building was constructed in 1985. The building has been occupied by nth Degree since that time. Adjacent properties were used for a mix of residential and agricultural purposes in the late 1940's through the early 1960's. By the 1970's, office-warehouse buildings were being developed in the area. The development of the office-warehouse buildings continued through the early 1980's.

5.0 REGULATORY/GOVERNMENTAL AGENCY INQUIRIES

Regulatory information was reviewed to obtain information which might indicate the presence of hazardous and/or toxic materials at the Site or surrounding properties. The databases reviewed were obtained from Environmental Data Resources, Inc. (EDR), an environmental information services company. The information obtained by reviewing these databases is subject to the accuracy of the information provided by these sources. A copy of the regulatory database report is included in Appendix C.

5.1 FEDERAL AND STATE REGULATORY AGENCY INQUIRIES

Federal Superfund and CERCLIS Sites

The U.S. EPA maintains a list of federal Superfund Sites. CERCLA, commonly referred to as Superfund, was created in 1980 to cover both the past and present emergencies. The EPA has created the National Priorities List (NPL) which is a list of abandoned sites which may require remedial investigation, feasibility studies, and possibly remedial activities; the guidelines of which appear in the Code of Federal Regulations, CFR 40, Parts 190 to 399. The Sites with the highest priority ranking are classified as active Superfund Sites. The search Superfund sites encompasses a one-mile radius and a one-half mile radius for CERCLIS sites. No Superfund or CERCLIS facilities were identified in the vicinity of the Site.

RCRA Corrective Action Sites

The EPA maintains a database of RCRA facilities which are undergoing corrective actions. When there has been a release of hazardous waste or constituents into the environment from a RCRA facility, a corrective action order is issued pursuant to RCRA Section 3008 (h). The search for RCRA Corrective Action sites (CORRACTS) covers an area of one-mile from the subject property. No CORRACTS sites were identified within one-mile of the subject property.

RCRA Treatment, Storage and Disposal Facilities

RCRA gives authority to the EPA to promulgate regulations which define what materials are hazardous and how they should be stored, treated, transported, and disposed (TSD). The RCRA TSD List is a computerized database which lists generators, treaters, transporters, and disposers of hazardous wastes. The RCRA search for treatment and storage facilities encompasses a one-half mile radius. No TSD facilities were identified within one-half mile of the subject property.

RCRA Large and Small Quantity Generators

The EPA maintains a database of facilities which generate hazardous wastes. RCRA facilities identified as large quantity, generate at least 1,000 kg/month of non-acutely hazardous waste or 1 kg/month of acutely hazardous waste. A small quantity generator code indicates a facility generates between 100-1,000 kg/month of non-acutely hazardous waste.

The search for large and small quantity generators of hazardous waste encompassed a 0.25-mile radius

of the subject property. No large quantity generators were identified within 0.25-mile. Four small quantity generators were identified within 0.25-mile of the Site. The following is a listing of the small quantity generator facilities identified:

Facility Name	Address	Location Relative to Site
Expotechnik America	5390 East Ponce de Leon Avenue	Less than 1/8 mile northeast
Label America	5430 East Ponce de Leon Avenue	Between 1/8 and 0.25 mile east-northeast
Dupont Technical Service Center	1545 Mountain Industrial Boulevard	Between 1/8 and 0.25 mile northeast
R.R. Horne & Co.	1584 McCurdy Drive	Between 1/8 and 0.25 mile north-northeast

None of the small quantity generators are identified on other databases of facilities that have had releases of hazardous materials or petroleum products. None of these facilities were identified as having any compliance violations.

State Hazardous Waste Sites (SHWS)

The Georgia Department of Natural Resources, Hazardous Response Division, maintains a database of sites known as the state hazardous waste sites list (SHWS) or Georgia Hazardous Sites Inventory (HSI) which is a comprehensive listing of those facilities which are deemed as a hazard to the public health and welfare. The search for SHWS or HSI facilities encompasses a one-mile radius surrounding the subject property. No HSI sites were identified within one-mile from a review of this database.

Non-Hazardous Site Inventory

The Georgia EPD has a database of non-Hazardous Site Inventory (non-HSI), which are sites that did not meet criteria to be included in the Hazardous Site Inventory. Contamination at these sites did not meet thresholds for listing on the HSI but are known to be contaminated with hazardous substances. The search for non-HSI sites included properties within a one-mile radius. Two non-HSI sites were identified within the specified radius of the subject property. The following summarizes the non-HSI sites that were identified.

Facility Name	Address	Location Relative to Site
R.R. Horne & Company	1584 McCurdy Drive	Between ¼ and ½ mile north-northeast
Sentry Chemical	1481 Rock Mountain Boulevard	Between 1/2 and 1 mile east

ETRI reviewed the file for the R.R. Horne site at the Georgia EPD – Hazardous Site Response Program offices. The file included an internal file survey for HSRA and a Reportable Quantity Screening Method (RQSM) form. The RQSM form included the property name, address and EPA facility identification number. The RQSM form was completed by Jay Pease on May 6, 1994. In large writing, the RQSM form stated that there had been "No Release".

The Sentry Chemical facility had a release of trichloroethene discovered in groundwater during investigations that were completed in 1997. Trichloroethene was detected at a concentration of 6 ug/L (parts per billion, ppb). Notification of the release was made in late 1997. The reportable quantity screening method (RQSM) score for the on-site pathway was determined to be 14.8 and the score for the groundwater pathway was 7.9. The Georgia EPD determined that the scores did not exceed the reportable quantity threshold and the site was not listed on the Hazardous Site Inventory. Given the low concentration of trichloroethene detected in groundwater at the Sentry Chemical (6 ug/L) and its distance to the subject property, it would not have an impact.

Solid Waste Landfills

The Georgia Department of Natural Resources, Environmental Protection Division, maintains a database of registered Solid Waste Landfills within the State of Georgia. Review of this "Active Permitted Solid Waste Disposal Sites" list identified a facility within the 0.5-mile radius from the Site. No solid waste landfill facilities were identified in the database search within 0.5-mile.

UST/LUST Database

The Georgia Department of Natural Resources, Environmental Protection Division maintains a database of registered Underground Storage Tanks (USTs) and Leaking Underground Storage Tanks (LUSTs). This database was reviewed to identify registered UST facilities within one-quarter mile radius and LUST facilities within a 0.5-mile radius of the subject property. One registered UST and five LUST sites were identified. The following is a listing of the registered UST and LUST facilities, their address, distance to the subject property and topographic relationship.

Registered UST Facilities

Map I.D.		
#3	Facility Name:	Marathon Food Mart #11
	Address:	1525 Mountain Industrial Blvd.
	Distance/Direction:	Between 1/8 and ¼ mile east-northeast
	Topographical Relationship:	Cross gradient

LUST Facilities

Map I.D.		
#A7	Facility Name:	Vi-Mac, Inc.
	Address:	1595 McCurdy Drive
	Distance/Direction:	Between 0.25 and 0.5 mile north-northeast
	Topographical Relationship:	Up gradient
#8	Facility Name:	Sykes Transfer
	Address:	4578 Lewis Road
	Distance/Direction:	Between 0.25 and 0.5 mile north-northwest
	Topographical Relationship:	Down gradient
#9	Facility Name:	Thompson Industries
	Address:	4680 Lewis Road
	Distance/Direction:	Between 0.25 and 0.5 mile north-northeast
	Topographical Relationship:	Cross gradient

#10	Facility Name:	Shaw Equipment Co.
	Address:	5500 East Ponce de Leon Ave.
	Distance/Direction:	Between 0.25 and 0.5 mile east
	Topographical Relationship:	Cross gradient
#11	Facility Name:	DeKalb Pipeline Co.
	Address:	1700 Roadhaven Road
	Distance/Direction:	Between 0.25 and 0.5 mile north-northwest
	Topographical Relationship:	Cross gradient

ETRI conducted additional research on the releases from LUST sites that may have an impact on the property at the Georgia EPD-UST Management office.

The Vi-Mac facility had a Corrective Action Plan (CAP) Part A completed in August 1995. The investigations that were completed as part of the CAP Part A included soil sampling and the installation of two groundwater monitoring wells. Three additional monitoring wells were located on an adjacent, down gradient property (located north of the subject property). The results of the investigations determined that soils contained Benzene, Toluene, Ethylbenzene and Xylenes (BTEX) at concentrations of 31 to 127 ug/Kg (parts per billion). Total petroleum hydrocarbons were detected at concentrations as high as 2,010 mg/Kg (parts per million). Groundwater investigations determined that the primary area of contamination was located on an adjacent, down gradient property (north of subject property). The direction of groundwater flow was determined to be to the south. Groundwater contamination was limited to wells located just south of Vi-Mac. Groundwater in monitoring wells located on the south side of the adjacent warehouse building had no detectable concentrations of BTEX. The Georgia EPD issued a no further action letter for this site on December 11, 1996.

The Sykes Transfer LUST site had four 4,000-gallon diesel tanks, one 2,000-gallon diesel, one 2,000-gallon waste oil and one 1,000-gallon waste oil UST's removed in June 1990. Soil investigations determined that TPH was detected at concentrations as high as 25,800 mg/Kg. During tank closure, soils were over excavated to a depth of 18 feet below ground surface. Confirmation soil samples collected after the soils were over excavated were determined to contain up to 11 ppm TPH in a diesel tank pit and 128 ppm in a waste oil tank pit. In June 1998, the Georgia EPD requested that additional soil and groundwater samples be collected in the diesel and waste oil tank pits. The results of the soil sampling determined that the soils had no detectable concentrations of BTEX or diesel range organics (TPH-DRO). One of the groundwater samples had no detectable concentrations of BTEX or PAHs. A second groundwater sample was found to contain benzene at a concentration of 1 ug/L. The Georgia EPD issued a no further action letter for this site on October 19, 1998.

The Thompson Industries site had a12,000-gallon UST removed in 2003. Soil contamination was detected during the tank closure. Additional investigations were completed to define the extent of contamination and the Georgia EPD issued a no further action letter for this site.

The Georgia EPD has issued no further action letters for the Shaw Equipment Company and DeKalb Pipe Line Company LUST sites. These LUST sites are located over 0.25-mile and down gradient to the subject property.

ETRI is familiar with another LUST site in the area that was listed as an orphan LUST site. The former Speedway station which is presently a Marathon Food Mart Store located at 1525 Mountain

Industrial Boulevard. The Speedway station has been found to have soil and groundwater contamination. Groundwater is located approximately 26 feet below ground surface. The direction of groundwater flow is to the south, cross gradient to the subject property. A no further action letter was issued for this site by the Georgia EPD on June 1, 1998.

EPA Recorded Hazardous Material Releases

The EPA Office of Solid Waste and Emergency Response ERNS database serves to store information on releases of oil and hazardous substances. Releases are recorded in ERNS when they are initially reported to the federal government by any party. ERNS combines data from the National Response Center and the Marine Safety Information System. The ERNS database search encompasses the subject property only. No EPA recorded hazardous material releases were identified from the ERNS database.

No Further Remedial Action Planned Sites

No Further Remedial Action Planned (NFRAP) Sites contains information pertaining to sites which have been removed from the U.S. EPA's CERCLIS database. NFRAP sites may be sites where following an initial investigation, no contamination was found or contamination was removed quickly, or the problem was not serious enough to require Superfund action or NPL consideration. One NFRAP site was identified within a one-quarter mile radius of the subject property. The R.R. Horne & Company facility located at 1584 McCurdy Drive was identified as a NFRAP site.

The database report indicates that the discovery of the site was completed in June 1980 and the preliminary assessment of the property was completed in September 1985. The database report does not identify why the property was identified as a no further remedial action planned site. A review of the small quantity generator file at the Georgia EPD did not specify why the property was a NFRAP site.

State SPILLS

The State SPILLS database compiled by the Georgia EPD, Emergency Response Team. The search distance for SPILL sites was the subject property. A review of this database determined that the subject property was not identified as a SPILL site.

FINDS

The Facility Index System (FINDS) contains both facility information and "pointers" to other sources that contain more detail. The FINDS databases include the Permit Compliance System, Aerometric Information Retrieval System, Enforcement DOCKET and Federal Underground Injection Control, Federal Facilities Information System and State Environmental Laws and Statutes and PCB Activity Data System. The FINDS database is researched for the subject property only. The subject property was not listed in the FINDS database.

TRIS

The Toxic Chemical Release Inventory System (TRIS) identifies facilities that have had releases of

6.0 ADJACENT PROPERTIES EVALUATION

An adjacent properties evaluation was completed to determine the general usage of adjacent properties and identify possible sources of environmental impact on the Site. The most likely potential for an adjacent property to have an impact on the Site would be provided by transport of a deleterious product or by-product from adjacent property activities by surface runoff, transport by conduit (such as a sewer line or underground utilities) or groundwater transport.

The adjacent properties include various warehouse-distribution facilities and a town home community. The following summarizes the adjacent property usage:

North – A CSX Transportation Company rail line is located on the adjacent property to the north. North of the rail line is East Ponce de Leon Avenue, a two-lane asphalt paved road. North of Ponce de Leon Avenue is a Distribution Cooperative facility.

South – The Stonegate Industrial Park is located to the south of the subject property. A multi-tenant warehouse-distribution facility is located on the adjacent property to the south. Tenants in the closest building include Hawa Import< Energon Technology Group, Engineered Alloys, Emergency Medical Services, EAS Training Services , Dougdar Distributor and Treatley's Furniture Moving.

East – Kelton Drive, a two-lane asphalt paved road is located on the adjacent property to the east. A single-family town home community is located east of Kelton Drive.

West – A wooded and undeveloped tract of land is located on the adjacent property to the west. A large warehouse-distribution center occupied by Designs Unlimited is located west of the wooded tract of land.

The adjacent property to the south is located topographically down gradient to the subject property. The adjacent property to the north would be considered to be topographically up gradient and properties to the east and west are cross gradient.

None of the adjacent properties were identified in the regulatory agency records search as being generators of hazardous materials, or having releases of hazardous materials or petroleum products. Based on the visual observations made during the Site inspection, none of the adjacent properties would be expected to have an impact to the environmental conditions of the subject property.

7.0 CONCLUSIONS AND RECOMMENDATIONS

ETRI has completed an update Phase I ESA for the property located at 1492 Kelton Drive in Stone Mountain, Georgia. The property has been improved with a three-story, approximate 39,000 square feet office building that was constructed in 1985. Prior to development of the existing building, the property was developed with two residential homes and a barn or garage. The homes that were located on the property were present from at least 1949 until the early 1980's. A road once cut through the mid-section of the property to two homes located to the west.

The building has been occupied by nth Degree since 1985. nth Degree is a trade show and conference marketing and management company. No manufacturing of trade show displays is conducted at this facility.

Inspection of the property did not identify any evidence of above or below ground storage tanks, unidentified drums or buried solid waste on the property. An elevator that is located in the building is operated by a hydraulic system. Batteries are used for an emergency backup system for computers. There is no evidence that the hydraulic system or batteries have had an impact on the property. Two pad-mounted transformers are located on the property. There is no visual evidence that the pad-mounted transformers have leaked dielectric fluid.

The regulatory agency records search identified two non-HSI sites within one-mile, five LUST sites within one-half mile, and one registered underground storage tank site, one CERCLIS-NFRAP site and four small quantity generators within one-quarter mile of the subject property. A list of orphan sites identified four state hazardous waste sites (HSI), two non-HSI sites, two LUST, four small quantity generators and three emergency response notification systems sites. Based on information obtained from a review of files, none of the identified sites would have an impact on the subject property.

Adjacent properties include warehouse-distribution facilities and town homes. None of the adjacent properties were identified in the regulatory agency records search as being generators of hazardous materials, or having releases of hazardous materials or petroleum products. None of the adjacent properties would be expected to have an impact to the environmental conditions of the subject property.

No recognized environmental conditions were identified on this property and no additional investigations of the environmental conditions are warranted.

Appendix X

SAFE SCHOOL PLAN

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Dr. Maury Wills	Phone No.:	
A.P.	: Mr. Henry McCladdie	Phone No.:	
A.P.	: Dr. Edward Wilson	Phone No.:	
Other Staff	: Mrs. Erica Thomas	Phone No.:	4
Counselor	: Mrs. Rose-Merry Brock		
Teacher	: Mrs. Deva Hamilton		
Teacher	: Mrs. Angel Bivins		
Custodian	: Mr. Nebraska Jones		
Student	:		
Parent	: Mrs. Lillie Pleasant		
Law Enforcement	: Detective Charles Thomas		
Fire Department	: J.W. Jewett		
Other	: n/a		
Other	: Allison Grant		

SAFE SCHOOL PLAN

SCHEDULE OF EMERGENCY DRILLS

Primary and secondary reunification sites have been identified and posted: Yes

Each classroom has primary and secondary evacuation routes posted: Yes

Primary and secondary relocation sites within the building have been posted: Yes

Fire/Evacuation Drill Dates:
State law requires 2 drills within first 10 days of school and at least one drill for each subsequent month.

August	: 08/11/2015	September:	09/15/2015	October :	10/15/2015
August	: 08/13/2015				
November	: 11/12/2015	December :	12/15/2015	January :	01/14/2016
February	: 02/16/2016	March :	03/16/2016	April :	04/14/2016
May	: 05/17/2016				

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

Primary	Church of Christ	Grades	K-4th
Primary	Church of Christ	Grades	K-4th
Secondary	Mas Que Vencedores Ministries	Grades	5-8th
Secondary	Mas Que Vencedores Ministries	Grades	5-8th

Tornado Drill(s):

First Semester Date: 08/29/2014

Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date: 08/12/2014

Second Semester Date: 01/13/2015

Type of Lockdown:

Type of Lockdown:

SAFE SCHOOL PLAN

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:

Mary Patterson Allison Grant

Designated staff to contact Regional Superintendent:

Maury Wills Henry McCladdie

Designated staff to identify missing/absent students and staff:

Erica Thomas Edward Wilson

Cheryl Hudson Rose-Merry Brock

Designated staff to locate and identify the injured/sick:

Catherine Franklin Charles Allen
Andrea Plenty Nada Aswad

Don Lee

Designated staff to accompany injured/sick to medical facilities:

Sonya Armstrong Mary Patterson
Ann Bachman Irene Aikhomu

Keidra Taylor

Identifed staff trained in First Aid and CPR:

Catherine Franklin Thomas Anderson

Edward Wilson Henry McCladdie

Designated staff to handle telephone calls:

Briana Caddell Azell Mitchell

Debbie Garrett

Designated staff to receive parents/quardians at reunification site(s):
NOTE: All students must be signed out by a parent or guardian. Please keep sign-out logs.

Angel Bivins Justin Adams
Tameeka Nealy Elijah Porter

Mona Owens

Designated staff to show emergency personnel utility and ventilation shutoffs:

Nebraska Jones Malverica Spencer

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:

Timothy Parker Jean-Pierre Detective Thomas

Designated staff to make temporary ID badges for staff and emergency personnel:

Debbie Garrett Latia Gurley

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:

Allison Grant Chaddrick Owes Maury Wills

SAFE SCHOOL PLAN

EMERGENCY KITS CHECKLIST	ANSWER
A copy of the DeKalb Emergency Management Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number, release information and contact information	Yes
Current list of all staff members including phone numbers and contact information	Yes
10 writing tablets and pens/pencils	Yes
10 working magic makers	Yes
Signage for Staging Area	Yes
500 plain white peel-off name tag stickers(used to identify students,staff or Crisis Team)	Yes
Student release/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor Plan of the building	Yes
Site Plan of the grounds and surrounding areas	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Information regarding any student with medical problems that may be impacted by the evacuation or emergency	Yes
Most recent yearbook	Yes
Flashlight and extra batteries	Yes
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes
Basic First-Aid Kit	Yes
Emergency phone numbers of assistance agencies(Dekalb Police Dept., Poison Control, ect.)	Yes

SAFE SCHOOL PLAN

ATTENDANCE AND DISCIPLINE	ANSWER
Student and parents are informed of student behavioral expectations and school discipline procedures.	Yes
All students and parents receive and sign for a copy of the current Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.	Yes
All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.	Yes
The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.	Yes
A daily record of student absences is maintained and parents are contacted.	Yes
Students may be checked out of school ONLY by a parent or guardian.	Yes

SAFE SCHOOL PLAN

REPORTING CHECKLIST	ANSWER
Violations of state and federal laws that occur on school property or at school events are reported to a law enforcement agency.	Yes
A record is kept of disruptive, dangerous incidents on school property or at school events.	Yes
Administrators are designated to complete and file accident and incident reports.	Yes
All staff members are aware of child abuse/neglect reporting requirements.	Yes
All staff members are told to report unsafe and potentially unsafe situations and/or conditions to the administrative staff.	Yes
All staff members are told to report incidents of bullying and any other types of harassment.	Yes
At least one hour of personal safety instruction is scheduled for the staff.	Yes
Each teacher receives a copy of the Emergency Procedures booklet.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
All windows are in good repair with no broken or missing windows.	Yes
Surveillance cameras and monitors are in good working order.	Yes
Staff members are trained on the proper use and maintenance of surveillance cameras.	Yes
All cameras are operable and the monitors are placed where staff can see them.	Yes
Glass in entrance doors is safety glass.	Yes
Door-locking hardware is in proper working order.	Yes
Door panic bars are operable and in good working condition.	Yes
Handrails and non-slip steps are provided in stairways.	Yes
Access to electrical panels in all areas is restricted.	Yes
All portals/hatches are secured with hasps and padlocks.	Yes
Mobile classrooms, outbuildings, and storage sheds are secured and locked.	Yes
Building access control is assigned to an administrator.	Yes
Keys and duplicates are kept in a locked key cabinet.	Yes
Master keys are kept to a minimum and the control access system is monitored.	Yes
Keys and employee IDs are collected from employees who no longer work at the school.	Yes
All keys are checked in and accounted for at the end of the school year.	Yes
Areas around the building and mobile classrooms are lighted.	Yes
Chemical storage areas are locked and inventoried on a regular basis.	Yes
Science lab equipment and chemicals are secured and inventoried on a requlr basis.	Yes
Access to bus loading areas is restricted during arrival and dismissal.	Yes
Staff members are assigned to student parking areas at arrival and dismissal.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Parking areas are supervised during the school day or can be seen from the school.	Yes
An area is designated as the pick-up/drop-off area for car riders.	Yes
Exterior and interior walls are free from graffiti.	Yes
Graffiti is reported to the school police immediately and not cleaned until cleared by police.	Yes
School personnel know locations of shutoffs for water, gas, HVAC vents.	Yes
Hallways are clear of travel impediments during the school day and during night activities.	Yes
Vehicle access to playground/athletic areas is restricted.	Yes
All playground/athletic areas are fenced and are supervised when students are present.	Yes
Playground and athletic equipment is in good repair and is inspected frequently.	Yes
Visitor policy signs and trespassing signs are displayed in plain view and are in good repair.	Yes
All visitors, including parents, are required to sign in at the front office and wear an ID badge.	Yes
All visitors check out upon leaving the building and turn in their ID badge.	Yes
Visitor parking is clearly marked.	Yes
All employees wear ID badges at all times during work/school hours and on field trips.	Yes
All commercial deliveries are made at one designated entrance.	Yes
All commercial deliveries are inventoried by an employee.	Yes
Delivery persons are accompanied by an employee.	Yes
All food deliveries are inspected and inventoried by food service personnel.	Yes
Students are issued parking permits for school parking only upon proof of a valid driver's license.	Yes
Student access to parking areas during the school day is restricted.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Student drivers are aware that vehicles are subject to search when on school property.	Yes
Employees are aware of their responsibility for items in their vehicle while on school property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the school day, classrooms, restrooms, locker rooms, mobile classrooms, and all exterior doors are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in good repair.	Yes
All school equipment has been labeled and inventoried.	Yes
An updated equipment inventory is maintained throughout the school year.	Yes
All fundraising money or checks are given to the bookkeeper daily.	Yes
All fundraising money or checks are placed in the school vault daily.	Yes
Building vault has controlled access and can be opened from the inside.	Yes
School cafeteria daily receipts are transported with an escort to the office/vault area.	Yes
Cafeteria is arranged so tables and chairs do not block access to doors.	Yes
Fire extinguisher, First Aid Kit, and Choking Posters are in the cafeteria.	Yes
Student medicine procedures are available to student and parents.	Yes
Student medicine is identified by name, doctor, dispensing instructions, and is dated.	Yes
Student medicine is secured (locked) with controlled access at all times.	Yes
Students sign and date each time they take their medication.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Students take their medication in the office area. Students may keep asthma medication or Epi-Pen with them if they have a doctors note.	Yes
All student medication is picked up by parent at the end of the school year.	Yes
School staff is aware of proper response to blood and other body fluid spills.	Yes
Students/staff use lab/science safety equipment at all times during experiments and lessons.	Yes
Science/lab safety procedures are posted, reviewed, and practiced.	Yes
Fire extinguishers are located throughout the building and are routinely inspected.	Yes
The locations of fire extinguishers are clearly marked and fire extinguishers are accessible.	Yes
Staff members have been trained on proper use of fire extinguishers.	Yes
Mechanical rooms and other hazardous material storage areas are locked.	Yes
Area at and near the dumpster is clean and free of flammables.	Yes
All vehicles are kept out of all fire lanes at all times.	Yes
Boiler room is clean, free of debris, and is NOT used for storage.	Yes
Access to boiler room is restricted and the boiler room is routinely inspected.	Yes
Restrooms are clean and are inspected on a regularly basis throughout the day.	Yes
Procedures are in place to evacuate disabled students and staff.	Yes
Copies of the Emergency Procedures and Protocols booklet are distributed to all staff members.	Yes
New and temporary staff members are informed of emergency and safety procedures.	Yes
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
School bus safety rules are distributed to all students.	Yes
All students participate in school bus emergency evacuations drills twice per year.	Yes
For every field trip, a complete manifest of students and staff is on each school bus and a copy is left at the school.	Yes
The intrusion alarm system and fire alarm system are operational and are periodically inspected and tested.	Yes
A list is maintained of staff members who are trained and authorized to activate and deactivate the alarm system. NOTE: Parents shall not activate or deactivate the system.	Yes
The Midland Digital Weather/Hazard Alert Monitor is operational and located where staff can hear the alarm. NOTE: Contact Student Relations if the monitor is not operational.	Yes
All students and staff members are brought into the building from mobile classrooms during storm warnings.	Yes
Emergency early dismissal procedures are in place and practiced.	Yes
Staff members are designated to secure the building after school hours.	Yes
A list is maintained of after-school/extra-curricular activities and programs.	Yes
On teacher work days and other non-student days, including summer days, staff work schedules are arranged for the safety of the staff and security of the building.	Yes
The Front Office Area is arranged with security in mind: surveillance camera, desks facing the doorway, clear check-in and check-out procedures, walkie-talkie available at all times.	Yes
The school has inplemented an anti-bullying and anti-harassment program/strategy.	Yes
A procedure has been established to track reports made by students and staff of bullying and harassment incidents.	Yes
A procedure has been established to investigate reports made by victims of bullying or reports made by their parents.	Yes
The school has a committee charged with developing a plan for the analysis of discipline, attendance, other student surveys/data and staff surveys in order to develop prevention activities and strategies.	Yes

SAFE SCHOOL PLAN

SAFETY AND SECURITY CHECKLIST	ANSWER
Elementary Schools: The school has implemented or has plans to implement the DeKalb County Fire Departments Risk Watch Program.	Yes
Procedures have been developed for two-way communication with portable classrooms/modules.	Yes
Portable classrooms are locked when unoccupied.	Yes
Portable classroom doors are locked when class is in session.	Yes

Appendix Y



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.

French
Déclaration sur la Disponibilité de Traduction/Interprétation

Le District Scolaire du Comté de DeKalb assurera que les parents et les élèves auront accès aux informations essentielles concernant leurs droits et responsabilités dans une langue qu'ils peuvent comprendre. Une copie imprimée de la traduction du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère ou autres documents, ainsi que les services d'interprétation, peuvent être obtenus de l'administration de l'école. Une version électronique du Code de Conduite des Élèves ~ Droits et Responsabilités des Élèves et Manuel de Développement du Caractère est disponible à www.dekalb.k12.ga.us/student-relations.

Somali
Warbixinta HelitaankaTutjumaadda/Fasiraadda
Dugsiga Degmadda DeKalb waxa uu hubin doonaa in dhammaan waalidka iyo ardayda ay ku helaan xogta lamahuraanka ah ee ku saabsan xuquuqdooda iyo waajibaadkooda luqadda ay fahmi karaan. Codsiyadda nuqulo daabacan oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ama warqaddo xogeed oo kale iyo codsiga adeegyadda turjumaadda af celinta ah ayaa loo samayn karaa maamulka dugsiga.Qaab elektarooni ah oo ah Xeerka Dhaqanka Ardayga ~Xuquuqda Ardayaga iyo Waajibaadka Buug yaraha Horumarinta Dabeecadda ayaa laga heli karaa www.dekalb.k12.ga.us/student-relations.

Chinese

翻譯/傳譯服務宣言

Dekalb縣學校學區將會保証所有家長和學生對於基本資訊他們是有權利和有責
任由他們的語言而得到明白. 他們可以要求將學生行為準則,
學生權利与責任及人格發展手冊翻譯副本及其他文件或有需要翻譯服務都可
以向學校申請. 學生行為準則,
學生權利与責任及人格發展手冊的電子版本可以在

www. dekalb. k12. ga. us/student-relations

Bengali
অনুবাদ/ভাষান্তরসেবা পাওয়ার ববৃবি
েব মা বাবা এবং ছাত্রছাত্রীরা যাসি িভাসদর পসে ববাধগময ভাষায় স্ব স্ব অবধকার এবং দাবয়ত্বগুবির ববষসয় প্রসয়াজনীয় িথ্য বপসি পাসরন বিকযাল্প কাউবি ক্সুি বিবিক্ট িভা েক্সুবনবিি করসবা ক্সুি প্রশাসেনর কাসছ ভাষান্তর পবরসষবার অনুসরাধ এবং ছাত্রছাত্রীসদর আচরণ েভংবিভা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকা বা অনযানয দবিসির অনুবাবদি িভাডিড কবপর অনুসরাধ করা যায়া www.dekalb.k12.ga.us/student-relations -এ ছাত্রছাত্রীসদর আচরণ েভংবিভা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহ এবং চবরত্র ববকাশ পুবিকার একটি ইসিক্ট্রবনক েভংস্করণ পাওয়া যাসবা

Amharic
የጽሁፍ ወይም የቃል ትርጉም አገልግሎት መግለጫ
የዲካልብ ካውንቲ የትምህርት ሚንስቴር ሁሉም ወላጆች ሊያውቁት የሚገባ አስፈላጊ መረጃዎችን እና መብት እና ሃላፊነታቸውን የሚገልጹ መረጃዎችን ለማግኘት የሚችሉ መሆናቸውን እና በሚገባቸው ቋንቋ የሚያቀርብ መሆኑን ይገልጻል። ተተርጉሞ የቀረበውን የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን የሚገልጽ ጽሁፍ እንዲሁም የጠባይን አድጎት ሁኔታ የሚያስረዳ መጽሄት እና ሌሎች የማስረጃ ጹሁፎችን እና የትርጉም አገልግሎት ጥያቄዎችን ለትምህርት ቤት አስተዳዳሪ ማቅረብ ይቻላል። የተማሪ የሥነ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን እና የጠባይን አድጎት ሁኔታን የሚገልጹ ጹሁፎች በኤሌክትሮኒክ መስመር በኩል ማግኘት ይቻላል። አድራሻ: www.dekalb.k12.ga.us/student-relations.

Spanish
Declaración de disponibilidad de traducción/interpretación
El distrito escolar del condado de DeKalb se asegurará que todos los padres y alumnos tengan acceso a la información esencial relacionada a sus derechos y responsabilidades en un idioma que puedan entender. La solicitud de una copia traducida del Manual del Código de Conducta Estudiantil~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter u otros documentos, como también la solicitud para los servicios de un intérprete se pueden hacer a la administración de la escuela. Una versión electrónica del Manual del Código de Conducta Estudiantil ~Derechos y Responsabilidades del Alumno y Desarrollo del Carácter está disponible en www.dekalb.k12.ga.us/student-relations.

Arabic
بيان لتوفير الترجمة الشفهية و الكتابية
ان هيئة التعليم في منطقة ديكالب للاهالي والطلاب سوف تضمن توفر المعلومات الاساسية فيما يتعلق بالحقوق و الواجبات باللغة العربية او اللغة التي يستطيع ان يفهمها الاهل .
تطلب نسخة مطبوعة عن مدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية و اوراق اخرى تحتاج الى ترجمة من ادارة المدرسة .و كذلك تتوفر نسخة الكترونية لمدونة سلوك الطالب – الحقوق و الواجبات و كتيب بناء الشخصية علي الرابط التالي:www.dekalb.k12.ga.us/student.relations.

Vietnamese
Tuyên Bố về Dịch Vụ Phiên Dịch/Thông Dịch

Hệ Thống Trường Học Quận DeKalb bảo đảm tất cả các cha mẹ và học sinh sẽ được quyền xem các thông tin liên quan đến quyền lợi và trách nhiệm của họ bằng ngôn ngữ mà họ hiểu được. Họ có thể yêu cầu ban quản trị của trường cấp cho những bản dịch thuật in ra của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình, hoặc những tài liệu khác, và yêu cầu những dịch vụ thông dịch. Có thể thấy bản văn điện tử của Bộ Kỷ Luật Học Sinh – Quyền Lợi và Trách Nhiệm của Học Sinh và Cẩm Nang Phát Triển Tính Tình ở trang mạng *www.dekalb.k12.ga.us/student-relations.*

Burmese

စကားပြန်နှင့်ဘာသာပြန်အသင့်ရရှိနိုင်ခြင်းထုတ်ပြန်ကြေညာချက်

DeKalb ခရိုင်ဒေသကျောင်းသည် မိဘများနှင့်ကျောင်းသားများအားလုံးမရှိမဖြစ်ရသင့်ရုတိုက်လိုအပ် သောသူတို့ရဲအခွင့်အရေးများနှင့်တာဝန်များ၊များလည်သဘောပေါက်နိုင်သောဘာတိုပေးကမ်းကူညီပေးမ ည်ဖြစ်သည်။ကျောင်းသားများလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအ ခွင့်အရေး၊ တာဝန်ဝတ္တရားများ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုးတက်မှု၊ နှင့်တခြားသော အကြောင်းအ ရာများတို့သည် ဘာသာပြန်ထားသော စာအုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စကားပြန်အကူ ညီများလိုအပ်ပါကကျောင်းမှစီမံခန့်ခွဲရေးအဖွဲ့များ တောင်းဆိုကူညီပေးမည်ဖြစ်သည်။ကျောင်းသား များလိုက်နာဆောင်ရွက်ရမည့်ဥပဒေစည်းကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ တာဝန်ဝတ္တရား များ၊ အကျင့်စာရိတ္တများဖွံ့ဖြိုးတိုး တက်မှု၊ စာအုပ်များတို့သည် www.dekalb.k12.ga.us/student-relations ဝိုက်ဖစ်က်မှာကြည့် ရှုနိုင်သည်။

Nepali

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विध्यार्थी र उन्का माता-पितामा आफ्नुले बुज्ने भाषामा अधिकार र जिम्मेवारी सन्दर्भका आवश्यक जानकारीमा आफ्नो पहुच रहेको सुनिश्चित गर्दछ। विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकाश पुस्तिका वा अन्य कागजातका अनुवादित प्रतिलिपिका साथै वेभासेका लागि विध्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ । विध्यार्थी आचार संहिता, विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रानिक संस्करण (Copy) www.dekalb.k12.ga.us/student-relations मा पाइने छ

TABLE OF CONTENTS

Translation Availability Statement	Page	2
Policy Statement	Page	4
Purpose of the Code of Student Conduct	Page	4
Learning and Compliance with Code of Student Conduct	Page	5
Equal Educational Opportunities	Page	5
Violations Index	Pages	6-8
Character Traits	Pages	9-10
Consequences for Violations	Page	11
Offenses and Consequences	Pages	12-32
Bus Stop Rules/Matrix	Pages	33-34
Disciplinary Jurisdiction over Student Conduct	Page	35
Investigation of Misconduct	Page	35
Explanation of Disciplinary Levels/Definitions of Terms	Pages	36-39
Restroom and Locker Room Expectations	Page	39
Student Discipline Procedures/Appeals	Pages	39-41
Student Placement	Pages	42-43
Searches	Pages	43-44
Keeping Weapons Out of School	Pages	45-46
Student Rights and Responsibilities	Pages	47-49
Student Complaint Procedures	Pages	50-51
Internet and Technology Usage	Pages	52-53
Supplemental Safety and Discipline Information	Pages	54-64
Seclusion and Restraint	Pages	65-66
Notice of Rights of Students and Parents Under Section 504	Pages	67-68
Section 504 Procedural Safeguards	Pages	69-70
Appendix	Page	71
Right to Know ~ Professional Qualifications of Teachers	Page	72
Due Process Flowchart	Page	73
Bullying/Harassment/Hazing Flowchart	Page	74
Bullying/Harassment/Hazing Report Form	Page	75
Parent/Guardian Signature Page	Page	76

POLICY STATEMENT

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

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

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

In considering the nature or severity of the behavioral 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

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*

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.

VIOLATION(S) INDEX

ALCOHOL (Possession and/or Use)	Pages	15-17
AGGRAVATED ASSAULT (Attempt/Threat to Injure with a Weapon)	Page	20
AGGRAVATED BATTERY (Causing Serious Injury or Death)	Pages	20-21
ASSAULT (Student, Faculty, Staff or Visitors)	Page	19
ATTENDANCE (Excused/Unexcused Absences, Attendance Protocol, Chronic Tardiness)	Pages	24-25, 27
AUTO-INJECTABLE EPINEPHRINE (Epi-Pens)	Page	17
BATTERY (Causing Injury)	Page	20
BEEPER/PAGER	Page	12
BITING	Page	19
BREAKING AND ENTERING	Pages	18, 30
BULLYING	Pages	21-23, 54-57
BURGLARY	Page	18
BUS MATRIX	Page	34
BUS MISBEHAVIOR	Pages	27, 33-34
BYSTANDER BATTERY	Page	21
CELL PHONES	Page	12
COMPUTER (Unauthorized Use, Hacking, Password Violations, Etc.)	Pages	18-19, 21, 30
CONDUCT OUTSIDE OF SCHOOL HOURS/AWAY FROM SCHOOL	Page	28
COUNTERFEITING/POSSESSION OF COUNTERFEIT MONEY, CHECKS, BANK CARD	Page	18
CYBERBULLYING/CYBERSTALKING	Pages	21-23, 54-57
DAMAGE/DESTRUCTION OF PROPERTY (Actual or Attempted)	Pages	17-18
DISRUPTIVE BEHAVIOR (Chronic talking, horse playing, etc.)	Pages	23-25
DISTURBANCES (Classroom and/or School)	Pages	25-26
DRESS CODE	Page	32, 63-64
DRUGS (Illegal/Synthetic Substances, Look-Alike Drugs or Prescribed Medication)	Pages	15-17
DRUG-RELATED PARAPHERNALIA (Papers, Pipes, Clips, Bags, Other Related Items)	Pages	16-17
ELECTRONIC COMMUNICATION DEVICES (Cell Phones, Pagers, Etc.)	Pages	12, 21
EXTORTION	Pages	18, 21
FAILURE TO ACCEPT DISCIPLINARY ACTION	Page	26
FALSE EMERGENCY REPORT (Pulling a Fire Alarm, Bomb Threat or Calling 911)	Pages	25-26
FIGHTING/PHYSICAL ALTERCATION	Page	19
FIRE (Arson, Setting Fires)	Pages	17-18
FORMS	Pages	75,76
FORGERY	Page	30
GAMBLING	Page	28
GANG-RELATED ACTIVITY (Violence, Retaliation, Recruitment, Dress, Paraphernalia)	Pages	25-26
GUNS (Pistols, Rifles, BB, Pellet, Facsimile or Look-Alike)	Page	13
HARASSMENT (Racial, Ethnic, Disability, Sexual Orientation, Gender Identity)	Pages	21-23, 54-57

HAZING	Pages	21-23, 54-57
HITTING/PHYSICAL CONTACT TO STUDENTS/SCHOOL PERSONNEL/VISITORS	Pages	14-15, 19
IDENTIFICATION CARDS	Page	31
INAPPROPRIATE SEXUAL BEHAVIOR	Page	31
INDECENT EXPOSURE	Page	31
INHALANTS	Pages	15-17
INSUBORDINATION (Talking Back, Walking Away, Refusing to Comply)	Page	24
INTENT TO SELL/DISTRIBUTE DRUGS	Page	15
INTENTIONAL PHYSICAL CONTACT WITH SCHOOL PERSONNEL	Page	14
INTENTIONAL PHYSICAL CONTACT CAUSING HARM TO SCHOOL PERSONNEL	Page	15
INTERNET/INTRANET USAGE	Pages	12,18-19, 21
INTIMIDATING ACTIONS	Pages	19, 23
KICKING	Page	19
KNIVES/RAZORS/BOX CUTTERS	Page	13
LOITERING ON ANY SCHOOL CAMPUS/UNAUTHORIZED ENTRY AFTER HOURS	Page	30
MARIJUANA	Pages	15-17
MEDICATION	Page	17
MISREPRESENTATION (Cheating, Lying or Providing False Statements/Information)	Page	30
MISUSE OF CHEMICALS	Page	16
OBSCENE MATERIALS/GESTURES	Page	26
PARKING ON CAMPUS (Parking and/or Traffic Violations)	Pages	29-30
PORNOGRAPHY	Page	26
POSSESSION OF DRUGS	Page	16
POSSESSION OF STOLEN PROPERTY	Page	18
PRANKS	Page	25
PROBATION (Local and District-Wide)	Page	29
PROFANITY, CURSING, OBSCENITY and/or DEROGATORY LANGUAGE	Pages	23, 26
RECKLESS VEHICLE USE	Page	29
REPEATED VIOLATIONS	Pages	28-29
RIOT or CHAOS	Pages	25-26
ROBBERY	Page	18
RUDE/DISRESPECTFUL BEHAVIOR	Page	23
SENDING INAPPROPRIATE MESSAGES/PICTURES/VIDEOS (SEXTING)	Pages	12, 21
REFUSAL TO FOLLOW INSTRUCTIONS OF ADMINISTRATORS/FACULTY/STAFF	Page	23
SEXUAL HARASSMENT/COMMENTS/FAVORS	Page	31
SHOVING/PUSHING	Page	19
SIMPLE BATTERY	Page	19
SKIPPING CLASS/LEAVING THE SCHOOL CAMPUS WITHOUT AUTHORIZATION	Page	25
SPITTING ON OTHERS	Page	26
TAKING PICTURES/VIDEOS AT SCHOOL	Pages	12, 21
TERRORISTIC THREATS (Threats to the School)	Page	25

THEFT /STEALING (Actual or Attempted)	Page	18
THREATS OR INTIMIDATION (Staff or Student)	Pages	19, 21-23
THROWING OBJECTS	Page	34
TOBACCO (Cigarettes, Cigars, Chewing Tobacco, e- Cigarettes, Snuff, Tobacco Products)	Page	12
TRESPASSING	Page	30
UNSAFE ACTION	Page	32
USE/UNDER THE INFLUENCE OF DRUGS	Page	16
VANDALISM	Page	17
VERBAL CONFRONTATION/PROVOCATION/ALTERCATION	Page	19
WEAPONS	Pages	13-14

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, 7d, 7e, 7f, 7g:	**Bullying/Harassment/Hazing/Fighting/ Assault/Battery**	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
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

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

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*

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**
LEVEL 6	**Long-term Suspension:** 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
LEVEL 7	**Expulsion:** 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

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?

OFFENSES AND CONSEQUENCES

1. A. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapors or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapors or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, 24 hours a day, seven days per week (Board Policy JCDAA)**.

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. 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. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS AND OTHER DEVICES

NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm to school, school-sponsored function, on school property or school buses.

A. Students will not possess, use, or handle any weapon or any other tool, hazardous object or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," "hazardous objects" or "instruments" will include, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, or look-alike firearms, any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchaku, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration shall include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, night stick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. A student will not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items will include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids, devices, or caps.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 – 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.

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

B. Intentional Physical Violence Causing Physical Harm

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

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

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

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

5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES*

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

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

A. Intent/Attempt/Sell/Distribution of Drugs

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 3 – 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

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.

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

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

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

Prescribed Medications
The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication.

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

6. PROPERTY

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - 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 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.

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

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

B. Simple Battery/Fighting/Hitting

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum:	**Level 2 - 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

C. Battery

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 – 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

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

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

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

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]
[1]www.Stopbullying.gov

Examples of bullying include but are not limited to:

- Verbal assaults such as unwanted teasing or name-calling;
- Threats, taunts and intimidation through words and/or gestures;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks:
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of e-mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (*e.g.*, Instagram, Twitter, Facebook, etc.), chat rooms, texts, and instant messaging;
- Rumors or spreading of falsehoods;
- Stalking;
- Public humiliation;
- Social isolation;

- Extortion or manipulation, including incitement and/or coercion;
- Using cameras or camera phones to take embarrassing or unauthorized photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students.

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

Examples of hazing include but are not limited to:

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

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

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

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

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

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

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

Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours. It should be noted that bullying does not involve actions 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
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

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

A. Rude or Disrespectful Behavior

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

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 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**

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**

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).

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 <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.

According to Georgia Department of Education research, an improvement of student attendance by roughly three percent or the equivalent of five instructional days increases the number of students meeting or exceeding standards on the Criterion Reference Competency Test (CRCT) by more 10,000 students.

10. SKIPPING CLASS OR REQUIRED ACTIVITIES

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

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**

NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only.</u>

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	

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, **<u>terroristic threats</u>**, **<u>gang-related activities</u>**, 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

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

14. FAILURE TO ACCEPT DISCIPLINARY ACTION

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - 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

15. CHRONIC TARDINESS

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

The following applies to all unexcused tardies:

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

NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.

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
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

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.

18. GAMBLING

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

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 2 - 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

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.

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

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

20. PARKING AND TRAFFIC VIOLATIONS

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

HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - 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.

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)
	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	

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**

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

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

24. STUDENT IDENTIFICATION CARD VIOLATION

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

ELEMENTARY INITIATED CONSEQUENCES:

Minimum: **Level 1 - Conference**
Level 2 - 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

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
Third Offense	Contact parent, up to 10 days ISS, local probation and/or parent attend classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules - and a possible referral to an alternative setting upon being found in violation by a preponderance of evidence at the District due process hearing.

26. UNSAFE ACTION

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 5 – Suspension of 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

BUS AND BUS STOP RULES

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

AT THE BUS STOP

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

WHEN THE BUS ARRIVES

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

ON THE BUS

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

LEAVING THE BUS

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

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix, on the following page 34)

BUS REFERRAL MATRIX FOR SECONDARY STUDENTS

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

***O.C.G.A**. § **20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.

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.

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.

EXPLANATION OF DISCIPLINARY LEVELS

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
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 Saturdays)
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

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

ADDITIONAL INTERVENTIONS - SCHOOL DETERMINES USE

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

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:

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 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 the 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

IN-SCHOOL SUSPENSION

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

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

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

OUT-OF-SCHOOL SUSPENSION

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

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

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

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

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

EXPULSION

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

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than 10 school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation.

The student must attend and successfully complete his/her alternative school assignment and may not return to his/her school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee.

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.

RESTRICTIONS ON SCHOOL ACTIVITIES

Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for the final decision.

ACCESSORY

Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

SELF-DEFENSE

A student's use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

RESTROOMS AND LOCKERS

All offenses listed in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.

STUDENT DISCIPLINE PROCEDURES

Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

The DeKalb County School District has adopted a set of procedural safeguards that afford students greater due process than the law requires. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the 10 days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

DISTRICT DUE PROCESS HEARING

District due process hearings are conducted by a Hearing Officer who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Hearing Officers are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. The School District may summon witnesses to testify on its behalf at the hearing. The student and parent/guardian may also bring witnesses to testify at the discretion of the Hearing Officer. If the student or parent/guardian wants School District personnel or other students to testify at the hearing, they should contact school administration, which will arrange the issuance of summonses for these persons. The parent/guardian must contact the school within 48 hours of the hearing so that parental consent can be requested for the student asked to testify. Witnesses testifying in a District due process hearing will not be allowed to have an attorney present at the hearing unless that witness is or may be charged in the incident.

The evidence presented at a District due process hearing may include physical evidence, such as drugs or weapons; witness testimony; and relevant documents, such as witness statements, investigation reports, and the student's current discipline and academic record. The School District bears the burden of proving the charges against the student by a "preponderance of the evidence." The School District is not usually represented by an attorney at District due process hearings, but in some cases an attorney is used. The student has the right, at his/her own expense, to be represented by counsel at the District due process hearing.

The District due process hearing is not required to be identical to a courtroom trial, and the Georgia Evidence Code does not apply. All parties may offer relevant information to assist the Hearing Officer with determining whether the student is in violation of an offense and whether punishment must be imposed. The Hearing Officer is authorized to make the final decision regarding relevancy of information provided. Based upon a preponderance of the evidence presented at the hearing, the Hearing Officer will determine whether or not school rules have been violated and identify the discipline to be imposed.

After the presentation of evidence by both sides, each side is given an opportunity to make a closing argument. The hearing then ends, and the Hearing Officer will deliberate privately to decide whether or not a violation has occurred and an appropriate punishment if the student is found in violation by a preponderance of evidence. If the student is found not in violation of school rules, the student shall be allowed to return to school. If the student is found in violation, the Hearing Officer may impose punishment ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held. The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at ***5823 Memorial Drive, Stone Mountain, Georgia, 30083.*** This request must be made within twenty (20) calendar days from the date the decision is rendered.

APPEAL TO 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.

DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

STUDENTS WITH DISABILITIES

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if the student was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to A & B. If no, proceed to #2.

    A. The Special Education Director/Section 504 Chair is notified immediately of the above triggers.

    - Special Education/Section 504 Personnel investigate the situation and work with the local school.
    - A plan of action is developed.

    B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.

2. The Special Education teacher(s), the IEP 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.

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.

SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors.

LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

SEARCH RESULTS

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

KEEPING WEAPONS OUT OF SCHOOL

KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and may result in expulsion. (For a full and complete list of weapons, see page 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 students are taking a more active interest in keeping their schools safe and free of weapons. These students let it be known that weapons will be reported, regardless of who brings them to school.

When word gets around that weapons are going to be reported, students are less likely to bring weapons to school.

DO YOU REALLY WANT TO LOSE YOUR DRIVER'S LICENSE?

That's right! You will lose your Driver's License or your Learner's License, or you will be prevented from receiving your Driver's or Learner's License if you have a weapon at school. That's the law in Georgia, according to the *Teenage and Adult Driver Responsibility Act*. This law requires schools to report students who have brought weapons to school not only to the police but also to the Department of Driver Services so that the student's Driver's License or Learner's License can be revoked.

A SPECIAL MESSAGE TO STUDENTS 17 YEARS OLD OR OLDER

If you are 17 years old or older and you are caught with a weapon at school or on the bus or in your vehicle at school, you may be **charged with a felony**. A felony conviction gives you a record, one that may keep you from being accepted in colleges, technical schools, and the armed services. It may also keep you from getting a job or voting.

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

The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* makes it very clear to all students that weapons cannot be brought to school. The *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* also includes important information and advice to students about weapons and other dangerous items.

IT'S IMPORTANT TO REMEMBER

When the weapons laws of Georgia are violated, the student may be:

ARRESTED
PLACED IN A POLICE CAR
TAKEN TO JAIL OR A DETENTION CENTER
SENTENCED TO JAIL
PENALIZED WITH SUBSTANTIAL COURT FINES
PLACED ON PROBATION
EXPELLED FROM SCHOOL

PREVENTION AND INTERVENTION

What are school districts doing to keep weapons out of schools? Several strategies are being used, such as:

- Distributing the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook 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.

STUDENT RIGHTS AND RESPONSIBILITIES

RESPONSIBILITIES

A. Parent(s)/Guardian Responsibilities

Through dissemination of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* each school will inform the parent of the following expectations:

- To assume legal responsibility for the behavior of the child as determined by law and community practice and to ensure that the child is familiar with the discipline policy and regulations.
- To teach the child self-discipline, respect for authority and for the rights of others.
- To make sure that the child attends school regularly and that the school receives notification of the reason for absences when the child cannot attend school.
- To work to the best of his/her ability to provide the necessary materials and a positive home learning environment for the child to succeed in school.
- To maintain communication with the school and provide the school with a current telephone number through which he/she may be reached during the school day.
- To respond quickly to school to get the child when called upon.
- To be available for conferences when requested.
- To cooperate with the school staff to develop strategies to benefit the child.

B. Student Responsibilities

- To be aware of and to abide by District-wide policies, regulations and school guidelines regarding acceptable behavior.
- To be responsible for one's own behavior.
- To conduct oneself in a manner which is conducive to learning and does not interfere with the teacher's right to teach or the student's right to learn.
- To respect the personal, civil and property rights of all members of the school community.
- To refrain from the use of physical force, verbal abuse or harassment, blackmail, stealing, vandalism, and other illegal activities.
- To seek clarification from school personnel concerning the appropriateness of any action or behavior.
- To attend school and classes regularly, on-time and be prepared with the necessary learning materials.
- To know and follow the policies and regulations for every event considered part of the school program regardless of the time or place.
- To comply immediately with any staff member's reasonable request to carry out school rules.

RELEASE OF STUDENT INFORMATION

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the DeKalb County School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the DeKalb County Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, educational consultant, volunteer, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing; date 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.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

Local school officials must notify parents annually at the beginning of the school year of their right to (1) consent to the administration of surveys funded in whole or in part by the U.S. Department of Education, or (2) opt out of the administration of any survey, regardless of funding, if these surveys contain questions from one or more of eight protected areas. These protected areas are: (1) political affiliations and beliefs of students or parents; (2) family mental and psychological problems; (3) sexual behavior or attitudes; (4) illegal, anti-social, self-incriminating, or demeaning behavior; (5) critical appraisals of close family members and friends; (6) legally recognized privileged or analogous relationships (e.g., lawyers, doctors, etc.); (7) student or parent religious affiliations, or beliefs; or (8) income (other than that required by law) to determine eligibility for program participation or financial assistance. Parents wishing to opt out of such surveys should submit their request to the school on an annual basis.

STUDENT COMPLAINT PROCEDURES

COMPLAINTS OF DISCRIMINATION OR HARASSMENT

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report to the Title IX Officer at 1701 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5, it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours. Please refer to page 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.*

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.

GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

PROCEDURES:

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Office of Legal Affairs, 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083.

INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will 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 co-curricular assignments and activities.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.

- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.

SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

BULLYING, HARASSMENT AND HAZING

DeKalb County School District has also implemented a **District Alert Line (1-888-475-0482)** to report weapons, violence, bullying, harassment, or drugs.

Board Policy: Bullying/Harassment/Hazing **Descriptor Code: 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.

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying/harassment/hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying/harassment/hazing shall be implemented in accordance with the accompanying administrative regulation.

Administrative Regulation: Bullying/Harassment/Hazing Descriptor Code JCDAG-R(1)

The District expressly prohibits the bullying/harassment/hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

A. Definitions

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

B. Prohibited Behaviors

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

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students;
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g., Facebook, Twitter, Instagram, Kik, etc.), chat rooms, texts, and instant messaging;
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim;

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

C. Reporting Incidents of Bullying/Harassment/Hazing

Bullying/Harassment/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/hazing also may be made by using the District's Alert Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/hazed are urged to inform a teacher, counselor, administrator or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

D. Responding to Incidents of Bullying/Harassment/Hazing

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification 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.

GANG-RELATED ACTIVITY

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

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

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

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

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 – School Disturbance. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4).

Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867) or the **DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.

HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

CELL PHONE/ELECTRONIC COMMUNICATION DEVICE USE BY STUDENTS

Students may possess and use electronic communication devices in accordance with procedures promulgated by the Superintendent. Such procedures shall provide that electronic communication devices may not be used during instructional time and must not interfere with the educational mission of the schools or pose a safety hazard.

All students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian.

NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING THREATENING/INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.

SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified 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.

CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Please note that SB 100, signed into law on April 16, 2015, makes significant changes to the Teenage and Adult Driver Responsibility Act by eliminating the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions. Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Beginning on July 1, 2015, schools will use the new **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges** form.

CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a Response to Intervention (RtI) process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the RtI process for the initial disruptions to Tier 3 for continuously disruptive behavior. The initial focus of the RtI process is developing and implementing intervention strategies to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair or student support specialist) prior to a referral to a District due process hearing.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks intervention strategies for students with academic, behavior, or other types of problems. SST levels of interventions are implemented only if they are necessary as part of the progression through the tiers of intervention.

Once the student reaches SST/Tier 3, interventions are implemented for a specified period of time. If the strategies at SST/Tier 3 are not successful, based on data from the interventions implemented by the Assistant Principal for discipline and/or teachers as part of the committee, additional alternative interventions and modifications are developed and implemented for an additional specified time. A follow-up SST meeting is scheduled to review the results. The SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a 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.

PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*), the administrator determines the consequences for the student by the end of the first day, which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the *Student Discipline Referral* form, with a note to the parent to confirm receipt of the notice.

PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (Providing Optional Intervention Needed To Succeed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (Gaining Results Intervention/Prevention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the Board of Education.

SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the DCSD *Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook*; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained 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.

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.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels, bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.

CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

SECLUSION AND RESTRAINT

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

BOARD POLICY SECLUSION AND RESTRAINT
DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

504 Coordinator
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial Hearing Officer (school board members and other District employees are not considered impartial Hearing Officers), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

SECTION 504 PROCEDURAL SAFEGUARDS

OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

HEARING REQUEST:

The Request for the Hearing must include the following:

A. The name of the student;

B. The address of the residence of the student;

C. The name of the school the student is attending;

D. The decision that is the subject of the hearing;

E. The requested reasons for review;

F. The proposed remedy sought by the grievant; and

G. The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

HEARING PROCEDURES:

A. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

B. Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

C. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

D. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

E. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

F. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

G. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

H. The hearing shall be closed to the public.

I. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

J. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

K. Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

L. Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

M. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

DECISION:

The impartial review official shall issue a written determination within 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

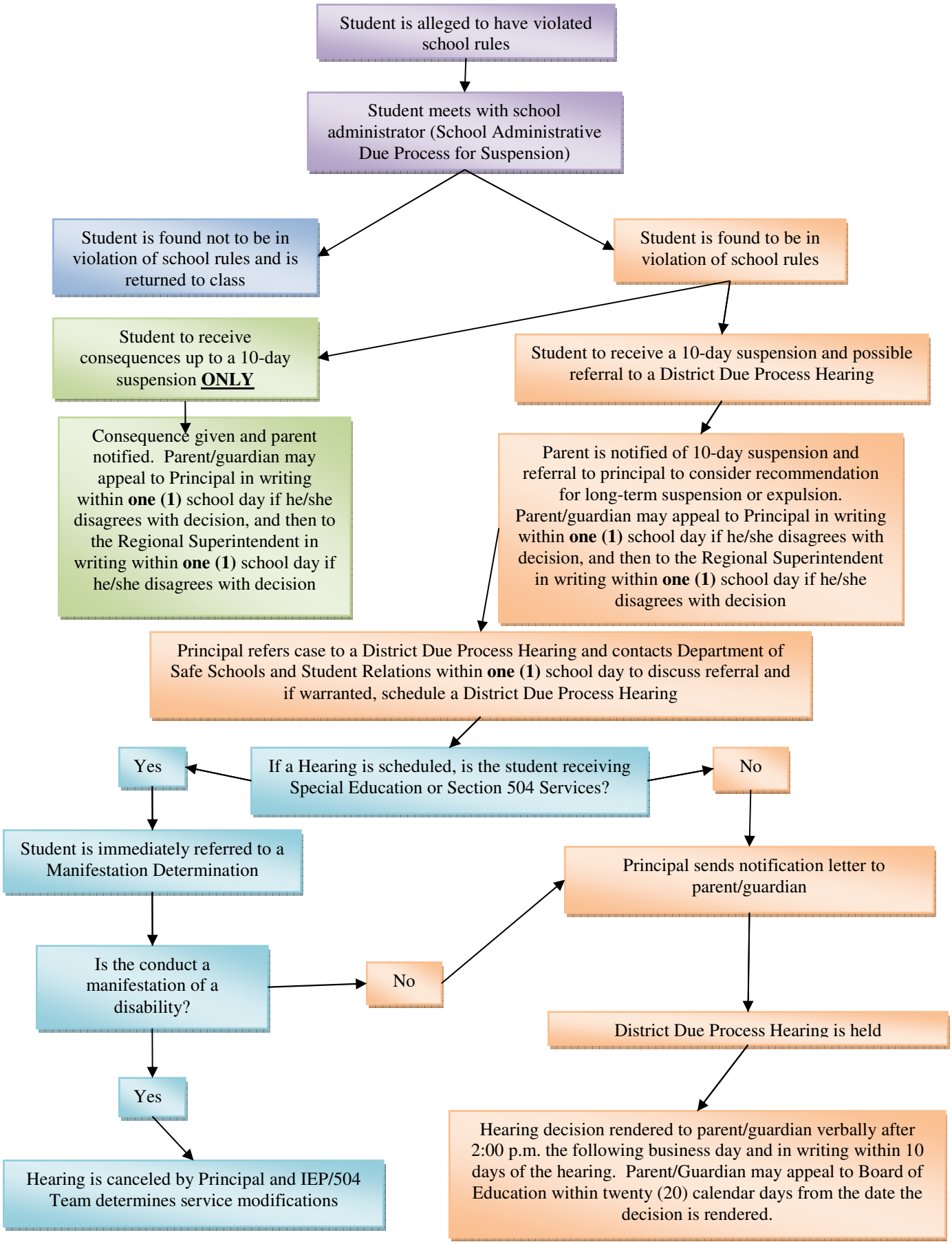
RIGHT TO KNOW
PROFESSIONAL QUALIFICATIONS OF TEACHERS (ESEA)

In compliance with the requirements of the Elementary and Secondary Education Act (ESEA)/No Child Left Behind (NCLB), parents may request information about the professional qualifications of their child's teacher(s). The following information may be requested:

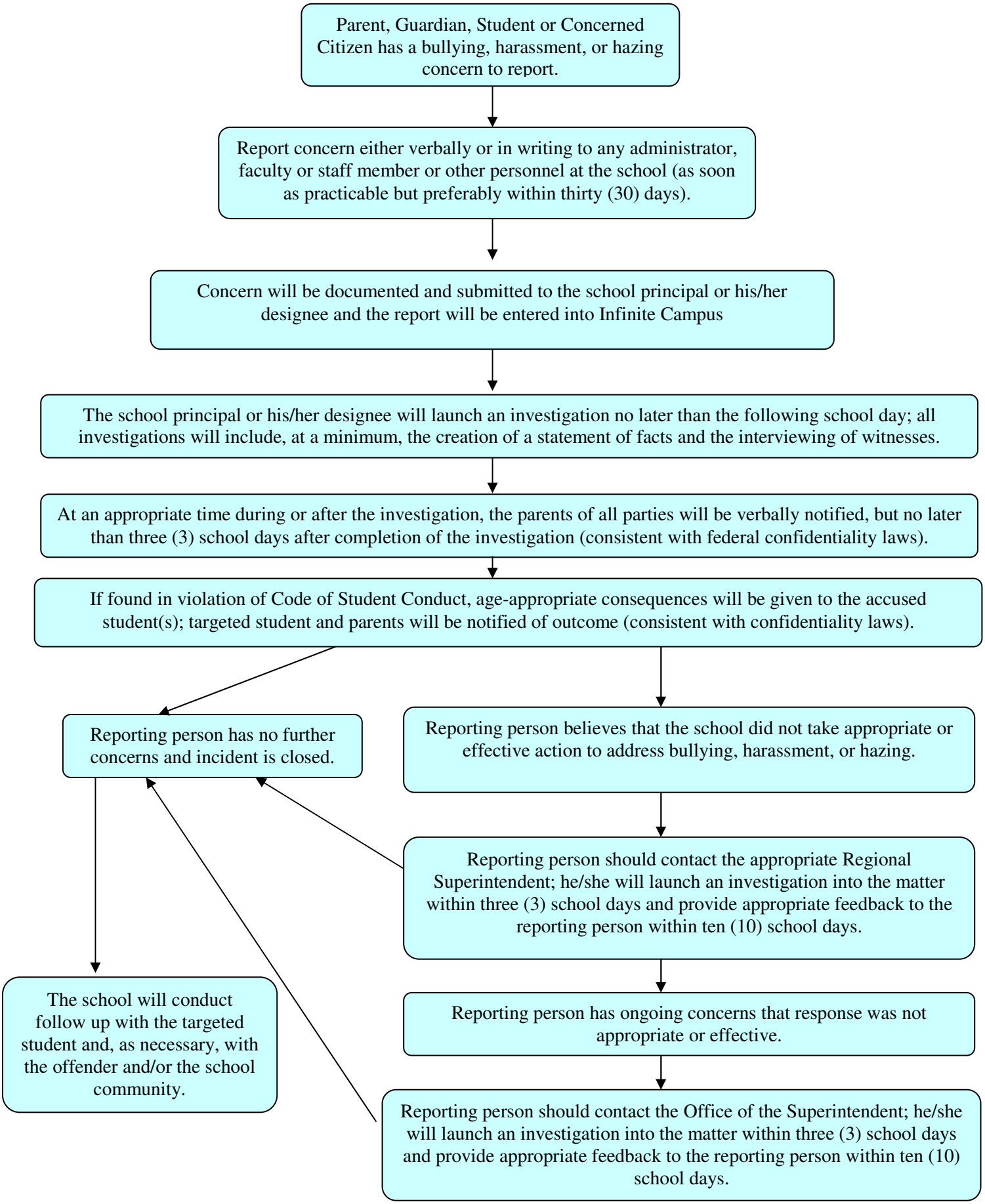
1) Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and the subject areas in which the teacher provides instruction;
2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification requirements have been waived;
3) The college major and any graduate certification or degree held by the teacher;
4) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the school principal.

DISCIPLINE DUE PROCESS FLOWCHART



2015-2016
BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART



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
□ Extortion
□ Intimidating or making rude and/or threatening gestures
□ Exclusion (excluding or rejecting the student)
□ Spreading harmful rumors or gossip or Public Humiliation
□ Cyberbullying/Cyberstalking (Circle one: During School/After School)

7. Motivation of the bullying/harassment/hazing (Check one):
__Race/Color __Religion __Gender __Gender Identity/Sexual Orientation __Physical/Mental Disability
__National Origin/Ethnicity __Other

Briefly describe the incident as reported to you or attach a written statement and any materials provided:

_____
_____
_____

This report has been submitted to (Circle): Principal Principal's Designee (Name) _____

___/___/_____ _____ _____
Date Submitted Print Name Signature
Distribution: Original to Principal/Principal's Designee; Copy for student records, copy for submitter Revised 03-30-15

2015-2016 Parent/Guardian Signature Page

Parent/Guardian
Acknowledgement of Receipt

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

Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* during all summer programs following the 2015-2016 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the *2015-2016 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook* if I am found in violation of any infraction committed during the 2015 DeKalb County School District summer school/program.

Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 6th through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. 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

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 Z

Established with Pride

DEKALB ACADEMY OF TECHNOLOGY & ENVIRONMENT
ELEMENTARY & MIDDLE CHARTER SCHOOOLS

Student/Parent Handbook

2015-2016 School Year
www.dekalbacademy.org
Telephone (678) 999-9290
Fax (678) 999-9294

"Learning with Relationships, Relevance, and Rigor!"

Vision
DeKalb Academy of Technology and the Environment Charter School, Inc.

will become one of the top ten charter schools in Georgia and the Nation!

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Mission

The goal of DeKalb Academy of Technology and the Environment, Inc. is to educate a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum. The Academy will improve student achievement via a curriculum which:

- Recognizes the important link between technology and the environment
- Promotes higher order thinking skills – critical thinking, problem-solving, and decision-making
- Motivates students by offering a real world context for learning
- Engages learners in investigative, hands-on/minds-on, student-centered, and cooperative activities between industry and environmental groups
- Advances educational reform goals
- Correlates to state and national academic standards
- Considers the environment in its totality, i.e., the co-existence of business and the environment
- Promotes continuous lifelong learning

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Table of Contents

School Information 4
The Board of Directors 4
Tentative Board Meeting Schedule 5
Hours of Operation 5
Acceptable Use Policy for Internet and Electronic Media 7
After-School Plans 8
Cafeteria/Lunch 8
Candy, Gum, Trading Cards, and Toys 8
Character Education 9
Code of Conduct 14
Teacher Authority 14
Reporting of Discipline Data 14
Drug-Free Schools 14
Early Dismissal 15
Emergency Dismissal 15
Emergency Drill 15
Equity Information 15
Excuses/Absences and Tardies-Unexcused 16
Tardies 17
Gifted Program 17
In-School Suspension Program 19
Instructional Materials 19
Media Center 20
Non-Discrimination Policy 20
Parent Involvement 20
Partners of the Academy 20
Photo/Audio/Video/Website Consent 20
Possession of Controlled Substances 20
Possession of a Weapon 21
Promotion 21
Registration of New Students 21
Reports on Student Progress 21

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Responsibility for Property 22
First Aid / Illnesses 22
School Hours 22
School Safety Zones 22
School Counselor 23
Special Education (see section entitled Exceptional Students) SST 23
Student Records 23
Student Residency 24
Telephone 24
Testing 24
Visitors in Building 25
World Language 25
Classroom Syllabus 27
Grading Policy 32
Uniform and Dress Code Policy 40
Parent Grievance Procedures 44

School Information

DeKalb Academy of Technology & Environment
1492 Kelton Drive.
Stone Mountain, Georgia 30083
(678) 999-9290 Main Office
(678) 999-9294 Fax
www.dekalbacademy.org
Maury Wills, Ed. D., *Headmaster/C.E.O.*

The Board of Directors

The Board of Directors initially in existence is as follows:

Post 1: PTO:
Post 2: 3 Year: Environmental: Scott Barrino
Post 3: 3 Year: Education: Faye Wilson
Post 4: 3 Year:
Post 5: 3 Year: Toni Comer
Post 6: 3 Year: President: Lillie Pleasant
Post 7: 3 Year: Secretary:
Post 8: 3 Year:
*Members and Post are subject to change.

Tentative Board Meeting Schedule

D.A.T.E. Board of Directors' meetings start at 6:30 p.m. at the school's location with dates TBD. Generally, Board meeting dates are the fourth Tuesday of each month. DeKalb Academy of Technology and Environment encourage community input and participation at each board meeting.

Hours of Operation

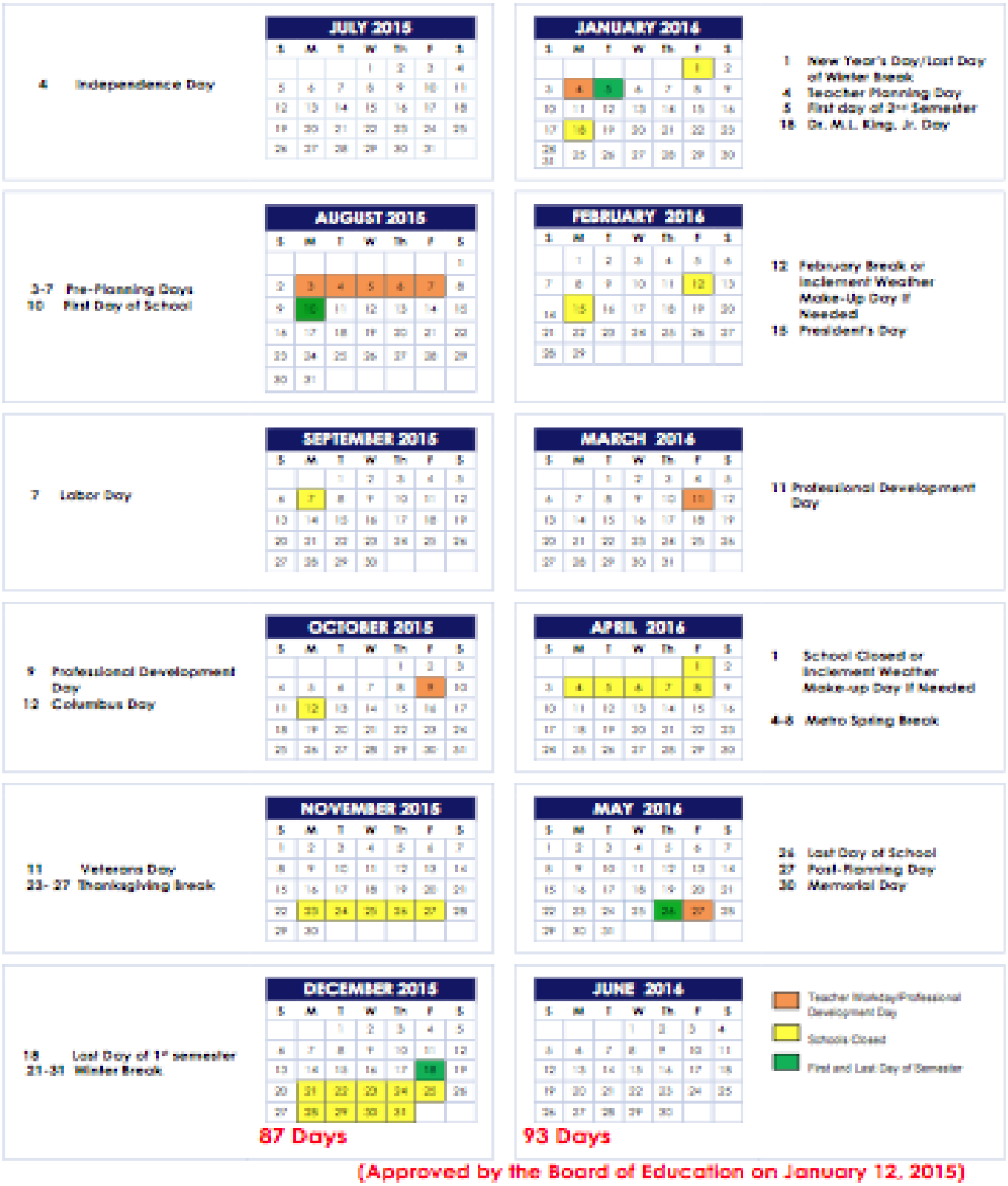
Before Care: .....6:00 a.m. – 7:30 a.m.
After Care: .....3:15 p.m. – 6:30 p.m.
School Hrs: .....7:45 a.m. – Elementary 3:00 p.m. / Middle Grades 3:15 p.m.

Important Numbers

General Information…….(678) 999-9290
Fax Number……..(678) 999-9294
PTO……..(678) 999-9290 ext 311
Library……..(678) 999-9290 ext 305
Counselors Office…….(678) 999-9290 ext 306
Admissions Office……(678) 999-9290 ext 310
Elementary Principal……(678) 999-9290 ext 308
Middle School Principal……...(678) 999-9290 ext 309
Dean of Students……..…….(678) 999-9290 ext 307
Director of Curriculum & Instruction……...(678) 999-9290 ext 316

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

DeKalb County School District
2015-2016 District-wide Calendar



(Approved by the Board of Education on January 12, 2015)

Acceptable Use Policy for Internet and Electronic Media

Students may have access to the Internet for purposes directly related to the instructional program. Any student in third grade or below who uses the Internet shall have direct teacher supervision. Parents of students in fourth grade and above who do not want their children to use the Internet without direct teacher supervision shall make that request in writing to the school. In compliance with the Children's Privacy Act of 2000, the school system shall have in continuous operation a technology protection measure as defined in the Children's Privacy Act of 2000. Employee's, parents, and students are responsible for his/her actions and activities involving school unit computers, network, and Internet services, and for his/her computer files, passwords, and accounts. General examples of unacceptable uses that are prohibited include, but are not limited to, the following:

1. Any use that is illegal or in violation of other Board of Education policies, including harassing, discriminatory, or threatening communications and behavior; violations of copyright laws, etc.;

2. Any use involving materials that are obscene, pornographic, sexually explicit, or sexually suggestive.

3. Any inappropriate communications with students or minors;

4. Any use for private financial gain, or commercial advertising or solicitation purposes;

5. Any use as a forum for communicating by e-mail or other medium with other school users or outside parties to solicit, proselytize, advocate, or communicate the views of an individual or non-school sponsored organization; to solicit membership in or support of any non-school sponsored organization; or to raise funds for any non-school sponsored purpose, whether profit or non-profit. No employee, parent, or students shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes.

6. Any communication that represents personal views as those of the school or any school unit or that could be misinterpreted as such;

7. Downloading or loading software or applications without permission of the Director of Technology

8. Opening and forwarding any e-mail attachments (executable files) from unknown sources and/or that may contain viruses;

9. Sending or facilitating mass e-mails to school users or outside parties for school or non-school purposes without permission of the Headmaster or Administrator;

10. Any malicious use or disruption of the school system's computers, networks, and Internet services or breach of security features;

11. Any misuse or damage to the school system's computer equipment;

12. Misuse of computer passwords or accounts, including providing personal passwords to non-school system personnel;

13. Any communications that are in violation of generally accepted rules of network etiquette and/or professional conduct;

14. Any attempt to access unauthorized sites;

15. Using schools computers, networks, and Internet services after such access has been denied, revoked or suspended; and

16. Any attempt to delete, erase, or otherwise conceal any information stored on a schools computer or network that violates these rules.

After-School Plans

After school plans for your child should be made at the beginning of the school year and sent in writing to school officials. If there will be a change in your child's daily routine, please write a note of explanation and send it to school with your child in the morning. Please do not send an e-mail. In the case of an emergency change in plans, please call the school office by noon.

Before- School/After-School Care

D.A.T.E. offers an after-school program. The faculty and staff to student ratio is 1 to 15 (grades K through 8). Since youth have individual needs; the program is flexible though structured. The before school and after-school program allows youth to develop and engage in concrete human relationships through creative activities, interaction with peers and staff, and responsibilities through choice. The programs are hands-on, student driven, and activity-based, giving the youth a variety of choices at various levels. The fees for before and after school care are as follows. Payments are expected weekly or bi weekly. The before school care will start at 6:30 a.m. and it will be available based on the needs of the parents. The after school care will take place between the hours of 3:15 p.m. to 6:30 p.m. These fees associated with before school care and after school care will be strictly enforced. If payments are not made at the beginning of the week, your child can't remain in the program. The fees for the before school care and after school care are listed below:

Morning Session 6:30a.m. - 7:45 a.m. ……..$55.00 weekly
Afternoon Session 3:30 p.m. - 6:30 p.m. ……$75.00 weekly
Combined Sessions……$85.00 weekly
Each Additional Sibling…….$10.00 weekly
Daily Drop in……..$20.00

Cafeteria/Lunch

The school will contract with an outside agency for all student lunches. Menus are sent home at the beginning of each month, and all students are encouraged to participate. In addition, students should not bring soft drinks to school. Parents will not be permitted to drop off lunches to be delivered to students after 9:30am. Students may pay for meals monthly/bi-weekly/daily. The school is not responsible for student lunches. All payments are to be to the lunch vendor directly by the parent. Any student behavior in the cafeteria that is not appropriate and consistent with school rules and expectations may result in suspension from the academy. (Example: throwing food, stealing food, horseplay, not following directions, etc.)

Candy, Gum, Trading Cards, and Toys

Students are not allowed to bring candy, gum, trading cards, or toys to school.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Character Education

Twenty-seven character traits identified by the Georgia DOE are to be taught in grades K-12. The twenty-seven character traits are as follows: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect for the environment, respect for the creator, patience, creativity, sportsmanship, loyalty, perseverance, and virtue. The Character Counts program is used as a foundation. DeKalb Academy will make modifications based on recommendations of their school character education committee.

Discipline Plan

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

DeKalb Academy of Technology & Environment
Discipline Policy

Conduct

The Board of Directors of DeKalb Academy of Technology & Environment believes that the conduct of students attending the academy must establish an educational climate conducive to the furtherance of educational opportunities for youth and the promotion of learning. To assure this aim, the people of the state have empowered local boards of education to regulate student conduct.

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

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

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

Recognition for Good Conduct

During each school year, eligible students will receive recognition for outstanding achievement shown in scholarship, citizenship, leadership, and participation in school activities and sports participation.

Students will be eligible for a year-end trip at places such as, Six Flags, bowling, and the movies who meet the academy's discipline plan. Students who meet the following criteria are eligible:

Received no more than (3) Disciplinary Referrals in 1 Academic Year.

Have not been suspended from school for one (1) day.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Have not been assigned to more than three (3) Academy Homework Detention Days.

Student of the Month is a reward for students who follow the rules and make their best effort in class. For kindergarten through 8th grade, students there will be an Student of the Month celebration scheduled each month. Students in K-8th grades will have monthly Student of the month celebration where they can become eligible for a drawing to receive an iPod. Explorer Day eligibility:

Students may have no more than two (2) verbal warnings (Step 1 entries) on the behavior log the month.

Students who receive a Disciplinary Referral, Refocus, or have been suspended during that month will not be eligible to participate.

D. A. T. E. Progressive Discipline Plan

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

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

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

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

Disciplinary procedures

The basic intent of the Code of Student Conduct is embodied in the principle that the appropriate reaction to a disciplinary problem or incident is one that reasonably holds promise of resolving the problem. The concept of discipline is to cause a positive behavioral change by the application of consequences for negative behavior. In this way, the correction of misconduct becomes part of the learning experience rather than the exacting of retribution or vengeance. DeKalb Academy of Technology & Environment students range from ages 5 to 13, and consequences for unacceptable behavior vary dramatically according to the age and the developmental level of the student involved.

A. Conferencing

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

B. Detention

The Headmaster, Principal, Assistant Principal, Student Services Administrator or a teacher may choose to assign after-school detention to students who are guilty of persistent minor disciplinary infractions. Parents must be

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

made aware of the assignment of detention prior to its being held.

C. Removal from class

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

D. Refocus

The classroom teacher will have the option of sending student to an assigned area outside of the classroom for re-focus. These would be students who may become a distraction or disruption to the instructional process due to behavior or emotional concerns, During this re-focus time that student will have the opportunity to:
1: Identify and re-focus their negative actions into positive actions.
2: Speak with appropriate personnel that can provide that student with minor counseling and redirection.
3: Make the necessary changes in order to return to the mainstream classroom setting.
4: There is a three-visit limit a student can be assigned to re-focus in a grading period, and students who exceed this number for behavioral concerns will be suspended out of school. This will prevent students from trying to go to re-focus to simply get out of class.

E. In-school suspension

The student is required to complete class work while supervised in a separate area away from the regular classrooms. In-school suspension is assigned by the Headmaster, Principal, Assistant Principal, Student Services Administrator. The student's parents are informed of the infraction and of the in-school suspension by the school administration.

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

In more serious cases of misconduct or if the misbehavior persist, the Headmaster, Principal, Assistant Principal, Student Services Administrator may suspend a student from school for a period of up to 10 days.
While serving an out-of-school suspension, the student may not be on school property or participate in any school activity. The suspension is normally terminated by the school administration at the conclusion of a successful conference with the student and the student's parents.

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

In cases involving cases of chronic misconduct that the efforts of the school and parents have not been able to change a Formal Evidentiary hearing is then scheduled, consistent with state law and Board of Education policy and procedures, and the suspension may be extended for more than 10 days. The student may complete make-up work during an extended suspension, if feasible. Students are given an opportunity to make up class work upon returning to school at the conclusion of any suspension prior to the end of the school year.

H. Expulsion from school

Expulsion is the total and complete removal of a student from the services provided by DeKalb Academy of Technology & Environment Charter School for a period of up to one calendar year or longer.

I. Referral to the legal authorities

When an individual carries out some act or behavior that may be a violation of civil or criminal law, DeKalb Academy of Technology & Environment Charter School may inform the legal authorities.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Consequences for Misbehaviors

Examples of Behavior
Type A Behaviors
Violation of classroom rules
Unauthorized food, gum, etc
Verbal Warning
Littering
Refocus Sheet
In-unauthorized area or no hall passes
Discussion with student
Disrespect to fellow students
Behavior is recorded on student's discipline card
Inappropriate items (CD player, toys, cards, etc.)
Failure to line up when bell rings
Failure to keep hands & feet to self

Step 1 Consequence
Sign Behavior Log
Discussion with student
*2 entries per week = teacher calls or email parent

Examples of Behavior
Type B Behaviors
Repeated violations of Type A Behaviors
Lying, cheating
Frequent tardies
Chronic disruption of class
Throwing food in cafeteria
Possible restriction of privileges
Display of gang writings, symbols, etc.
Unacceptable language
Continually unprepared for class
Rough Play (wrestling, etc.)
Excessive physical contact
Failure to serve detention
Dress code violations

Step 2 Consequences
Sign Behavior Log
Teacher assigned detention
Restriction of activities/privileges
Refocus room
One to ten day ISS

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

*2 entries per week = teacher calls or email parent
(Possible referral to Administrator)

Examples of Behavior
Type C Behaviors
Repeated violations of Type B Behaviors
Cause or threaten to cause bodily injury to another (fighting)
Possession of a dangerous item (explosive, lighter, etc.)
Possession of tobacco or smoking
Damage to school or private property
Profanity, obscene language or gestures toward student or staff
Disrespect/impertinence/defiance to authority
Extortion
Possible Behavior Contract
Lewd, indecent, offensive conduct/sexual harassment
Possible Referral to Neighborhood School
Stealing/Possession of stolen property
Dress code violations

Step 3 Consequences
Sign Behavior Log
One to ten day ISS or OSS suspensions
Parent Conference required
Parent Notification by Administrator
Restriction of activities/privileges
Disciplinary Referral

Examples of Behavior
Type D Behaviors
Repeated violations of Type C Behaviors
Possession/furnish of any controlled substance or alcohol
Under the influence of a controlled substance
Possession/furnish a weapon (knife, firearm replica, etc.)
Brandishing a weapon/knife at another person
Arson/Robbery
Chronic defiance not modified by previous progressive discipline
Assault/battery upon any school employee
Dress code violations

Step 4 Possible Consequences
Sign Behavior Log
Parent Notification by Administrator
One to ten day OSS suspensions
Possible expulsion
Referral to Law enforcement
Restriction of activities/privileges

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Referral to Neighborhood School

Grounds for Suspension or Expulsion
A pupil may not be suspended from the academy or recommended for expulsion, unless the Headmaster or Student Services Administrator of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of Education Code subdivisions.

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

FIGHTING WILL NOT BE TOLERATED AT DEKALB ACADEMY OF TECHNOLOGY & ENVIORNMENT

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

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

The teacher must file a previous report with the Headmaster or Headmaster's designee pursuant to Code Section 20-2-737. Removal of a student can also occur if the teacher determines that such behavior of the student poses an immediate threat to the safety of the student's classmates or the teacher.

Reporting of Discipline Data
The Georgia Department of Education (DOE) requires that all Georgia public schools file annual reports with the Georgia DOE which include the age, gender, grade, race, free / reduced lunch status, and the number of students subject to the type of disciplinary or placement action in which a student was assigned to in school suspension, suspended for a period of ten days or less, suspended for a period of more than ten days but not beyond the current school quarter /semester, expelled beyond the current school quarter/semester but not permanently expelled, permanently expelled, placed in an alternative education setting, suspended from riding the school bus, corporal punishment (not at DeKalb Academy of Technology & Environment), and removal from class as a result of Code Section 20-2-738 (Teacher Authority). Alternative School funding formula involves the Georgia DOE providing grants to local school systems for alternative education programs and requires local school systems to establish certain alternative education programs.

Drug-Free Schools
DeKalb Academy of Technology & Environment has a drug-free schools program that includes age-appropriate, developmentally based drug and alcohol education and prevention programs for all students at all grade levels. Mandated and funded by the Drug-Free Schools and Communities Act of 1986, the program is coordinated by a school counselor. Information about alcohol and drug treatment services in the community is available for

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

students and their families.

Early Dismissal

We do not encourage parents to pick up their students before the end of the school day. A staff member will notify the teacher to dismiss your child. No student will be able to be dismissed after 2:00 p.m. Parent must pick up his/her own child or lets the school know about other arrangements. We are concerned for the safety of our students. Please understand that we are very careful about this procedure.

Emergency Dismissal

DeKalb Academy of Technology & Environment is a part of DeKalb County School System. For school closing information about our schools, tune into the following radio or TV stations: WGST (640 AM, 105.7 FM), WSB (750 AM 98.5 FM), WSTR (94.1 FM), WAGA (channel 5), WGCL (channel 46), WSB (channel 2), or WXIA (channel 11). Listen for DeKalb County Schools.

In case of an emergency early dismissal, no child will be left without a place to go. An adult will stay at school or an announced designated location until arrangements are made for all students.

If you as a parent want to make specific arrangements with your child, neighbors, and friends and want to notify the school of these arrangements, please call the school, stating what your child is to do if you are not home. The school cannot call all parents. Please tell your child and the school where he/she is to go in case of an early dismissal before an emergency arises. In the case of emergency situations, please do not call the school if at all possible. Lines should be clear. However, if you have a change of plans or find it necessary to call for any other reason, please call and leave a message. Please instruct your children that if they go to someone else's house, they should keep calling you at a designated number until they reach you.

Emergency Drill

In each classroom are posted charts that indicate the exits and safe areas to be used for fire drill and tornado drills. A fire drill is held twice in the first month of school and then once every month thereafter. Students are expected to file out of the building in an orderly manner without talking or running. Classes will remain on the grounds until the "all clear" signal. All schools participate in the state-wide tornado drill, and each school has a safety plan for other emergencies.

Equity Information

DeKalb Academy of Technology & Environment is committed to a safe and healthy school environment for students and staff. Intimidation, harassment, persecution, or any other improper form of discrimination is not acceptable. In the event that anyone feels his/her rights have been violated, he/she is entitled to appropriate due process procedures without any form of retaliation. The school system shall not discriminate on the basis of gender in its athletic programs.

Special Education

The DeKalb Academy of Technology & Environment provides special education programs utilizing a continuum of delivery models to all students who meet the eligibility requirements as mandated by federal and state laws. A student or youth from 5 through 12 years of age is considered to have a disability under the Individuals with Disabilities Education Act (IDEA) if the student or youth meets the eligibility criteria in any of the 12 program areas: autism, deaf/blind, emotional and behavioral disorder, deaf/hard of hearing, intellectual disability, orthopedic impairment, other health impairment, significant developmental delay (ages 3-5), specific learning disability, speech-language impairment, traumatic brain injury, and visual impairment.

Excuses/Absences and Tardies-Unexcused

A student who is absent from school for an entire day or for one or more class periods shall bring a signed note from his/her parent/guardian explaining the reason(s) for the absence. The Student Services Administrator or his/her designee shall determine whether or not absences will be excused or unexcused according to state guidelines. An absence shall be designated unexcused if it cannot be validated according to state guidelines in a timely manner as designated by local school procedures. When unexcused absences exceed twenty days during the school year at the elementary level, the student may be retained. Such decisions may be appealed to the Headmaster or his/her designee. Students who are habitually tardy may receive **In School Suspension, Out of School Suspension**, and referral to home school. Students must be in school by 7:45 a.m. Students are considered late after 8:00 a.m. Students who do not adhere to consequences of excessive tardiness according to DeKalb Student Code of Conduct will be withdrawn from the academy. Note: Student's arriving to school after 8:00am, must be signed in by a parent of guardian.

Absences

UNEXCUSED ABSENCES AND/OR TRUANCY

Lawful absences are defined by Georgia Law as follows: personal illness; serious illness or death in the family; religious holiday; instances which attendance could be hazardous as determined by the DeKalb County School System; registering to vote/voting in a public election; service as a Page in the legislature. Georgia law provides up to five (5) days excused absences for students whose parents are in the armed forces who are called to duty or home on leave from overseas deployment in a combat zone. ***Students 15-17 years of age are reminded that excessive unexcused absences could result in suspension of their ability to operate a motor vehicle under the Teenage and Adult Driver Responsibility Act (see page 16).***

NOTE: STATE LAW

State law indicates that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A 20-2-690.1[a]) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not greater than $100.00, imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense (O.C.G.A. § 20-2-690.1[c]).

The following apply to all unexcused absences:

Number of Unexcused Absences	School Action Per Occurrence

1 - 2	School notifies the parent of absence.
3 - 5	School notifies the parent of absence and refers student to the counselor or assistant principal who will then meet with the student and/or parent for the purposes of discussing the reasons for absences and signing an attendance contract.
6 - 7	Letter sent to parent/guardian informing him/her of the student's absences and the administrative and legal consequences of continued absence from school.
8+	Counselor will make a referral to the school social worker to conference with the parent/guardian and student for assessment and/or possible referral to Juvenile Court, Solicitor-General's Office, DFACS, or other agency.

Tardies

A child coming in tardy must report to the office or designated area to be signed in before going to class. No student who has been tardy is eligible for the perfect attendance award.

Chronic Tardies Consequences

Repeated late to school, class, or to a school activity.

The following apply to all unexcused tardies:

Number of Tardies	Consequences Per Occurrence
1 - 2	Student receives a warning. Teacher or school official is responsible for contacting the parent(s).
3 - 6	Student receives 1 day detention or comparable consequence. Referred to the counselor who is responsible for contacting the parent(s).
7 - 10	Student receives a discipline referral and 1 day in-school suspension (ISS) or comparable consequence. School to schedule a student/parent conference for the purpose of signing an attendance contract.
11+	Student receives a discipline referral and ISS or comparable consequence pending a local formal hearing. Parent contacted and referral to counselor and social worker. Student is given choice of 10 days ISS, alternative school/program placement, or comparable consequence.

Gifted Program

The DeKalb Academy of Technology & Environment recognizes the need to provide every student with an education based on individual needs. Under Georgia Board of Education (GBOE) rule 160-4-2-.38, a gifted student is one who "demonstrates a high degree of intellectual and/or creative abilities, exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or ancillary services to achieve at levels commensurate with his or her abilities."

Purposes of Gifted Program

Students will demonstrate continuous academic progress in identified areas of strength. Students will develop

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

their higher order thinking, research, problem solving and organizational skills through creatively productive work in areas of their interest.

Identifying Gifted Learners

Screening: The process begins with a permission to evaluate form to be completed by the person initiating the process. These forms are available from the teacher of the gifted program at each school and should be completed and returned by November 1 for the fall screening and April 1 for the spring screening. The gifted eligibility team must be involved in screening students in grades K and 1.

Referral: Testing and Screenings are reviewed by the school Eligibility Team who makes referrals based on data collected. Data gathered include work samples, classroom performance, characteristic behaviors, test scores, and any other relevant information. Evaluation: Students who are referred will be evaluated after parental consent. Further data collection may be needed in the areas of mental ability, achievement, creativity, and motivation. A student may qualify for gifted services in Georgia under the following conditions:
Scores at the 99%ile (K-2) or at or above the 96%ile (3-12) on the composite or full scale score of a mental ability test **and** at or above 90%ile on the total battery, total math or total reading section of an achievement test OR
Meets multiple criteria in any three of the four areas: mental ability (at or above 96%ile), achievement (at or above 90%ile), creativity (an average of >90%ile on a standardized rating scale), motivation (an average >90%ile on a standardized rating scale).

Placement: If eligible for gifted services, the student will be placed in the program at the next appropriate grading period.

Transfers: A student who transfers to DeKalb Academy of Technology & Environment from a gifted program in another Georgia school system is considered eligible for gifted services in DeKalb Academy of Technology & Environment. A student who transfers from a gifted program in another state must meet criteria established in Georgia/CSD in order to receive services.

Delivery Models

Targeting academic progress:
Grades K-5 Cluster group Small group of identified gifted students placed as a group in a regular classroom
Served by a teacher with gifted endorsement
High achieving students will also be served
Collaborative Teaching
Direct instruction may be provided by a regular classroom teacher
Substantial, regularly scheduled collaborative planning between the content area teacher and the gifted specialist

Middle School

Advanced content classes
Homogeneously grouped on the basis of achievement in a core academic area
May include high achieving students not identified as gifted
Cluster group Small group of identified gifted students placed as a group in a regular classroom
Served by a teacher with gifted endorsement
May include high achieving students
Connections class Provide students with opportunities to engage in work that develops target skills and results in creative products

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Grades K-1 In - class instruction provides students opportunities to develop creative thinking, critical thinking, and organizational skills

Grades 2–5 Resource Identified gifted students only
Limited class size
Teacher must have gifted endorsement
Interdisciplinary enrichment that provides students with opportunities to engage in work that develops target skills and results in creative products

In-School Suspension Program

As mandated by the Georgia Board of Education and the Quality Basic Education Act (QBE), the DeKalb Academy of Technology & Environment has an in-school suspension program (ISS) for the entire school. ISS information, including policies and rules governing student behavior at the Academy and is distributed annually to all students, parents, guardians, and employees. Students may receive ISS placement due to behavior/discipline incidents.

Instructional Materials

Various types of instructional materials are used in our classrooms to assist with the delivery of instruction to students.
Elementary Language Arts (reading, writing, listening, and speaking) is taught in an integrated fashion using classroom libraries and *Lucy Calkins* instructional kits. These materials focus on the essential elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and they are based on the principles of the balanced literacy approach, which incorporates modeled, shared, interactive, guided, and independent reading and writing into daily lessons. As a result, students are immersed in quality children's literature from various genres, and they have the opportunity to develop their writing and speaking skills and to increase their understanding of the mechanics of the English language. Parents are also encouraged to have a wide range of materials in their homes for their children to read. Reading to children and having them read books out loud are excellent ways parents can support their children in becoming lifelong readers. Elementary Mathematics is taught using a balance of direct teacher instruction and student investigation, collaborative group work, and individual student tasks and *McGraw-hill* instructional guides. Parent letters, which explain upcoming units of study, are sent home periodically. Homework, Home Activities and extensions may be sent home regularly and provides excellent reinforcement to classroom instruction. The math series used is *McGraw-hill* Mathematics.
Elementary Science, a carefully planned and coordinated curriculum, is taught through an activity based inquiry approach to learning. The science series used is a FOSS Science instruction kits. Social studies texts are available to each student in grades 3-5. These texts are used as a resource to support the total social studies curriculum.

Lockers

All students will be assigned a locker to use for use to store book bags and other educational materials. Students are to leave book bags in assigned lockers. **Book bags are not permitted in the classroom in grades 4th- 8th.** DeKalb Academy of Technology & Environment is dedicated to providing weapon-free, violence-free, and drug-free schools. Consequently, school personnel may at any time conduct searches of lockers, desks, tables, other school furniture or equipment. Searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors. Also, the school may use K-9 Units to check lockers, desks, tables, and/or vehicles. Lockers, when available, are provided to students for proper use, as are student desks and tables.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Items brought to school or those stored in lockers or placed in desks or on tables are not insured for reimbursement by the school. School lockers, desks, and tables are the property of the DeKalb Academy of Technology & Environment, Periodic inspections of lockers, desks, or tables may be conducted by school personnel for any reason, at any time, without notice and without student or parent consent.

Locker rooms and Restrooms

All offenses enumerated in this Code of Student Conduct apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator. **No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms or restrooms.**

Media Center

The media center is open daily for student use. Materials checked out are the responsibility of the student and must be paid for if damaged or lost. Reference books are to be used in the media center.

Non-Discrimination Policy

DeKalb Academy of Technology & Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Parent Involvement

DeKalb Academy of Technology & Environment believes that parents are their child's first teacher. Parents are required to be as much a part of their child's education as possible. Opportunities for involvement may include the parent/teacher organizations at the academy. Parents are required to commit to 20 hours per month either at the school or away from the school. This participation will be regulated and monitored by the parent liaison of volunteer. A Parent Liaison is available to work with parents individually and to provide parent programs. Parents are encouraged to request conferences regarding their child's progress in school. Conferences can be arranged at the request of the parent, the teacher, Student Services Administrator, Principal, or the Headmaster. Please call the school office to set up an appointment with the teacher, or administrator.

Partners of the Academy

Partners of the Academy are a joint effort between the academy, local businesses, and community churches. The goals of the program are to motivate young people, to recognize and encourage teachers, to strengthen school and community relationships, and to meet partner needs. The academy is asked to assess their needs, which are then linked to partner resources. Business partners make formal agreements to support a single school or the entire academy. Representatives from the partners are invited to meetings to share ideas, plan joint programs, and hear about new programs and projects in the schools.

Photography/Audio/Video & Website Consent

DeKalb Academy of Technology & Environment will not use identifiable pictures of students in print publications or on the district web site unless signed consent forms are on file. Students may be audio/visually recorded for purpose of school publications, projects, advertising or other school/educational/investigative needs.

Possession of Controlled Substances

The unlawful possession, use, or distribution of illicit drugs and/or alcohol on school premises or as part of any school's activities is clearly prohibited. Any student in violation of any of these standards of conduct may be

subject to disciplinary sanctions consistent with local, state, and federal law, up to and including expulsion by the board of education and referral for prosecution. Additionally, a disciplinary sanction may include the completion of appropriate drug or alcohol abuse assistance programs at the expense of the student or parent/guardian. A person is deemed to be in possession when the item in question is found on the person while at school or at any school event, on or off campus; while the individual is en route to or from school; or if the item is found in the individual's locker, backpack, vehicle, or with his/her other personal belongings. No student shall be permitted to possess or to use tobacco products in any form while on school property or at school sponsored activities or functions. Law prohibits the use of tobacco products by any person under the age of 18. Any student who violates this law is subject to suspension and criminal consequences. DeKalb Academy of Technology & Environment is a smoke-free environment. Smoking is not permitted on school property. **NO EXCEPTIONS**

Possession of a Weapon

The possession, use, handling, supplying, threatening to use, or transmitting of any weapon or any other instrument capable of inflicting bodily injury as a weapon is a violation of school policy and state law. The term "weapons" or "instruments" shall include but not be limited to the following: any loaded or unloaded firearm (e.g., pistol, blank pistol, signal pistol, revolver, rifle, shotgun, BB gun, look-alike firearms, toy weapons etc.); any knife of any size; any razor; any defensive device (e.g., gas repellent, mace, chemical sprays, etc.); any "martial arts" device (e.g., Chinese star, nunchauku, dart, etc.); or any instrument which may be used as an offensive weapon. This shall include, but not be limited to, blackjacks, chains, pipes, metal knuckles, etc. A student shall not supply, possess, handle, use, threaten to use, or transmit any explosive device that releases a spray gas, fire, smoke, etc.

A student is deemed to be in possession of an illegal item at school when such item is found on the person, in his/her locker or book bag, in a student's vehicle on school property, on a school bus, or at a school event at or away from school or while the student is on the way to and from school. Violation of these policies shall be reported to the Headmaster or appropriate administrator and may result in suspension from school along with a Due Process Hearing, which may result in expulsion. Illegal items will be confiscated and turned over to the police. The police may be contacted, and the student may be arrested.

Promotion

Promotion, placement, or retention will be based on the academic achievement of a student on the state-mandated tests and/or criteria established by the local board of education

Registration of New Students

When registering students new to DeKalb Academy of Technology & Environment the following documentation is required: certified birth certificate; social security card; Georgia state immunization form (3231); Georgia state hearing, vision, and dental screening form (3300); discipline records from former schools; picture ID of parent or guardian; local enrollment form; guardianship papers (if applicable); verification of residency; and a signed affidavit about validity of residency. A check or a driver's license is not adequate proof of residence. At the time of student registration, the school system requests a social security number from each student. The number is to be used as a student identification number and for no other reason without written permission from the parent/guardian. (DeKalb County School District Board Policy JBC: Student Admissions)

Reports on Student Progress

A formal report of student progress is communicated with parents eight times a year or four times each semester.

A student must be present 20 days in order to receive a progress report. Bi -Weekly progress reports will also be provided via the DCSD Infinite Campus Parent Portal or by paper format.

Responsibility for Property

Students are personally responsible for textbooks, library books, instructional materials, technology equipment, and student desks assigned to them. The individual must pay for any damage to such items. Prices will be determined by the current cost to replace the item. DeKalb Academy of Technology & Environment and staff is not responsible for items brought to school by students. Furthermore, DeKalb Academy of Technology & Environment and staff cannot be held liable for damages related to student's personal property. DeKalb Academy of Technology & Environment is not responsible for loss/stolen personal property. The school, however, will do all in its power to recover any items stolen and punish any guilty persons involved.

First Aid / Illnesses

Any illness or injury must be reported to the school nurse. Children are checked into the nurses' office and triaged for the most appropriate care. Medications, including over the counter preparations, can be administered to students only with parental permission. Prescription drugs need to be in the original container with the name of the student, the prescribing health care provider, and the pharmacy filling the prescription. A student in the fourth grade of above who has asthma and written permission from his/her parent/guardian may possess and/or self-administer a prescribed inhaler while in school, at a school-sponsored activity, while under the supervision of school personnel, or while in before-school or after-school care on school-operated property.

Health Requirements

Each student entering the school system for the first time, regardless of grade level, must present a Georgia Department of Human Resources hearing, vision, and dental screening certificate (DHR Form 3300). This form must be updated every two years. Effective August 1, 2000, Georgia has new immunization requirements - and a new form - for child care attendance and school entry. There is now only **one immunization certificate** for children of all ages: **Form 3231**, "Georgia Department of Human Resources Certificate of Immunization." This form is available from the county board of health or from a medical provider. The following immunizations are now required for school entry of all student:
2 Varicella vaccines (chicken pox) or proof of disease
Hepatitis B vaccine
Two doses of MMR

School Hours

School hours for grades K-8 are from 7:45 a.m. to elementary 3:00 p.m. & middle grades 3:15. In addition, students are considered tardy after 8:00 a.m.
All students are expected to be on time. Promptness is important to a child's success in school. Excessive tardiness will result in I.S.S., O.S.S., and removal from the academy.

School Safety Zones

School safety zones are established within 1,000 feet of all schools. It is unlawful for any person, unless authorized by law under certain circumstances, to carry any weapon or explosive compound within a school safety zone or at a school building, school function, or school property or on a bus furnished by the school. If any person is in violation of this law, proper authorities will be called immediately to have the person removed from the premises. Disruption of or interference with the operation of a public school shall be considered a misdemeanor. It

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

is unlawful for any person to remain within the school zone when that person does not have a legitimate cause or need to be there. Failure to leave the premises when requested is grounds for a charge of a misdemeanor. This also applies to members of the press.

School Counselor

The academy school counselor is a part of the interdisciplinary team that is focused on ensuring that students reach their maximum potential within the school environment.
The academy counselor(s) advocates for students and families. They support students and staff by providing consultation with parents, individual and/or small group counseling, crisis intervention, preventative education through whole classroom guidance, and may serve as members of the student support and 504 teams. In addition, they provide support for the Safe and Drug Free Schools program, conflict resolution, Second Step, Good Touch-Bad Touch, the abstinence education program, 8th grade transition to high school, and the Anchor Program for homeless families.

Special Education (see section entitled Exceptional Students) SST

The Student Support Team (SST) provides a forum for planning and implementing modifications to the regular education program that will enable a student to make continuous progress in the school setting. The SST consists of teachers, other professionals, parents, school counselors, social workers, and, on occasion, students.

Student Records

It is the policy of the DeKalb County Board of Education and DeKalb Academy of Technology & Environment that accurate, current, and complete student academic, attendance, and discipline records shall be maintained for each student enrolled in the DeKalb County School District and DeKalb Academy of Technology & Environment. Confidentiality of student records shall be preserved in compliance with the Family Educational Rights and Privacy Act ("FERPA").

Parents (custodial and non-custodial), legal guardians, and eligible students (eligible students are defined as those 18 years of age or older, those enrolled in post secondary educational institutions, or those younger than 18 who are emancipated) may inspect and review the student's education records and may request the correction of errors in the student's records. Personally identifiable information from a student's education record will not be released by the District without the prior written consent of the parent, guardian, or eligible student except under the following circumstances:

1. School officials with legitimate educational interest, as defined by FERPA;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies;
9. State and local authorities, within a juvenile justice system, pursuant to specific State law; and
10. As otherwise allowed by federal or state law.

Additionally, directory information may be released without prior consent unless written DeKalb Academy of

Technology & Environment to the contrary receives notice in advance, on an annual basis. The District and school has designated the following information as directory information: student's name, address, and telephone listing; date and place of birth; dates of attendance; grade level; major field of study; photograph; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and the most recent educational institution previously attended. This information may be used to create a student directory that will be available to students, parents, and the public. Parents/guardians will be given the opportunity to opt out of school directories each year by providing the school with a written notice declining the release of such information.

Student Residency

The academy takes the issue of student residency very seriously. Procedures have been put in place to provide consistency in the academy. Included in these procedures are the requirements that all students provide two acceptable documents to show proof of residency and that all students reside within the DeKalb County. In addition, a DeKalb resident who has legal guardianship of a student will be asked to sign an affidavit stating that the student resides in his/her home. While the academy reserves the right to verify any information provided at any time, the Academy has begun an annual process of making (1) random checks of residency and (2) specified checks of residency for which concerns have been reported.

Telephone

All students must secure permission to use the telephone. Reasonable phone requests will be granted; however, students may not use the telephone or cell phones to call parents to pick them up from school in the afternoon, to get permission to go visiting or to bring something that has been forgotten. Children do not leave the classroom to take telephone calls. Proper school officials will be glad to deliver messages if a parent needs to contact a child. Students are to abide by all cell phone/telephone guidelines as proclaimed in the Student Code of Conduct.

Testing

The standardized testing program in the DeKalb Academy of Technology & Environment is designed to provide information to the staff and the community about student performance. As a result, a combination of required state and locally recommended standardized tests provides necessary information for making sound decisions about the elements of the curriculum, the best way to deliver the curriculum, and instructional modifications that might be needed to meet the needs of individual students. In assessing student performance, teachers use the results of teacher-made and publisher-designed assessments as well as their own observations to make decisions about instructional modifications, reporting progress, and eligibility for promotion from grade to grade. Parents may discuss the results of standardized tests with the grade level principal and teacher(s). Below is a listing of tests included in the standardized testing program.

Kindergarten

Georgia Kindergarten Inventory of Developing Skills (GKIDS): a performance assessment designed to provide teachers with information about the level of instructional support needed by individual students entering kindergarten and first grade.

Grade 1

- Norm Testing

Grade 2

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

- Norm Testing

Grade 3

- Cognitive Abilities Test (CogAT) - given in January.
- Writing Portfolios - submitted in April
- ITBS - given in October
- Georgia Milestones- (Reading/Math/Language Arts) given in April

Grade 4

- Georgia Milestones - (Reading/Math/Language Arts/Social Studies/ Science) given in April

Grade 5

ITBS - given in October
Writing - given in March for 5th and 3rd graders
Georgia Milestones - (Reading/Math/Language Arts/Social Studies/ Science) given in April

Grade 6

Georgia Milestones - (Reading/Math/Language Arts/Social Studies/ Science) given in April

Grade 7

ITBS - given in October
Georgia Milestones - (Reading/Math/Language Arts/Social Studies/ Science) given in April

Grade 8

ITBS - given in October
Georgia Milestones - (Reading/Math/Language Arts/Social Studies/ Science) given in April
Writing Test- given in March

Visitors in Building

All visitors are required to report to the school office and get a pass before going to other parts of the building. Visitors and parents are not to enter the school building through any exterior doors other then the front lobby entrance after 8:00am. Parents are welcome to visit the school. Classroom visitation times can be set by calling the school office. Parent visitations may begin after the first two weeks of school.

World Language

Students in Kindergarten - eight grade students will receive French instruction. Classes will be taught by certified teachers. The curriculum and instruction will be designed to meet the developmental needs of students and to reinforce other areas of the curriculum.

Conferences/Visitation/Observations

All conferences, classroom visitations, or observations by parents are to be scheduled by the Administrative Assistant or front desk receptionist. If you wish to have a conference with your child's teacher, appointments are to be scheduled with the front desk receptionist. Conferences must accompany a Conference Summary Form.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

General Class Syllabus
DeKalb Academy of Technology & Environment
School Phone Number: (678) 999-9290

Teacher_____Grade_____Subject_____
School Website Link: www.dekalbacademy.org
Teachers' Email Address:
Teachers' Planning Time:

Class Syllabus Rational:

The class syllabus is provided to give students and their parents a clear understanding of the objectives and course content of what is expected at the academy and in class. We hope that this will yield important information about the classes and coursework being offered and will provide consistency and clarity in our approach to teaching and learning.

Course Description: Common Core/ Curriculum Standards and Elements

The academy will prescribe to the Common Core Georgia Performance Standards and Common. This curriculum will go into much greater depth than the content standards used in the previous curriculum. The performance standards incorporate the content standards, which simply told the teacher what a student was expected to know (i.e., what concepts he or she is expected to master), but expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work. Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know how good is good enough. The performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information. Georgia joined with 47 other states well over a year ago to develop a set of core standards for K-12 in English language arts and mathematics. On June 2, the Common Core State Standards were released. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards. The Georgia State Board of Education adopted the CCGPS on July 8, 2010.

What do they mean for Georgia?
Students of Georgia:

- Rigorous knowledge and skills needed to succeed in college and/or careers
- Consistent expectations across states, regardless of whether they decide to go to school at Georgia Tech or UCLA, or find a job in Georgia, Maine or Indiana
- Relevant content and application of knowledge through high-order skills

Educators of Common Core Georgia:

- Clear, focused expectations that assist them in being on the same page and working together with students and parents for shared goals
- A common-sense next step that is aligned to our Georgia Performance Standards (GPS)

Core Curriculum Subjects

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Math

Math Program (K-8): McGraw-Hill My Math was built on the Common Core State Standards. It is a challenging and engaging elementary math program. My Math was carefully constructed to meet the demands of Common Core State Standards by incorporating the three components of math rigor: Conceptual Understanding, Procedural Skill & Fluency, & Application. This allows our students to progress toward a higher level of achievement in meeting the high expectations of the Standards and the Milestones Assessments.

My Math uses the technology of ALEKS integration, set students on their own path to personal growth. ALEKS uses a robust diagnostic assessment to determine the exact topics students are ready to learn next. Using artificial intelligence and personalized learning, ALEKS identifies gaps in understanding and delivers focused instruction to help each student gain the confidence they need to excel in math. Great for fluency practice, ALEKS QuickTables offers an engaging approach to math fact mastery to build rigor.

McGraw-Hill My Math is a completely consumable program where each student interacts with the text in numerous ways throughout the learning cycle. Personalized vocabulary, real-world problem solving, online games, and hands on activities move students from learning abstract concepts to understanding connections and applying them throughout the school year and in daily life.

Reading and Language Arts

Language Arts(K-5): The academy has selected the ***Language Arts Program,*** which meets the objectives of the Georgia Performance and Common Core Standards for English/ Language Arts. Correlation references are to the Teacher's Edition and associated Student Edition pages. The Reading curriculum is a comprehensive, scientifically based reading program that aligns to the five critical areas of instruction identified by Reading First: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension. The goal of the program is to develop independent readers, articulate writers and speakers, and discerning listeners and viewers. Four elements: literature, phonics, accountability, and management all link to every teacher's number one classroom goal of reading independence for every student. Reading independence is at the heart of instruction.

Language Arts(6-8): The English language arts and reading curriculum focuses on reading and literature, reading across the curriculum, writing, conventions of writing, listening, speaking, and viewing. Students engage in reading across the curriculum standards comprised of the following literacy activities:

- students will read the equivalent of twenty-five books per year across the curriculum
- students will write weekly
- students will use reading and writing strategies to help them understand and use the content of all classes
- students will write a minimum of one research paper and develop one research-based project each year

The resource material for grades 6th - 7th is the McDougal Littell series, ***The Language of Literature.*** The resource material for 8th grade is the Holt, Rinehart, and Winston series, ***Elements of Literature*****.** At all levels students are encouraged to work with both authentic documents and literary texts, to build real-world literacy skills, and to interact effectively in all modes of discourse. While continuing with a variety of literary non-fiction, middle grades students will begin to tackle more technical informational texts as well. Literary selections will include foundational materials from mythology, cultural histories, and religious traditions.

Literature: Systematically sequenced literature takes into account where children are and where they need to go. A rich variety of genres includes a balance of fiction and informational texts. All selections have been carefully chosen based on a scope and sequence that aligns with national assessments, state guidelines, and research-based criteria.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Phonics and Comprehension: At every grade, ***Teachers*** provide the phonics and comprehension support needed to develop successful, fluent, and independent readers. In grades one and two, the emphasis is on learning to read; phonics stories and literature selections are paired in the pupil editions to teach and practice new phonics skills and vocabulary and to improve comprehension. Phonics routines offer a proven sequence of best practices for teaching children to decode. A wealth of multisensory phonics materials invites children to interact and experiment with words, language, and sounds. In grades three through six, phonics instruction continues, and the major emphasis is on reading to learn. Main selections and paired selections each week teach and practice comprehension skills and vital test-taking skills.

Accountability: Teachers hold themselves accountable every day. ***The Language Arts/Reading Program*** is designed to help teachers achieve the goal of making every child a successful reader. Critical target skills are taught at least three times before testing. Ongoing assessment in every lesson drives instruction. Skills lessons in the pupil editions in grades three through six focus on critical vocabulary and comprehension skills. An assessment handbook offers effective tools to diagnose, measure, and record student progress. The program also provides a complete assessment system, a full range of tools to inform instruction.

Management: ***The Language Arts/Reading Program*** adds depth to teaching and ease to planning with research-base classroom routines that provide strong management tools and best practices for building independent readers. Classroom routines, environmental routines, student routines, and school/home routines offer effective management tools, best practices, and research-proven methods.

Science and Technology

Environmental Science and Technology: The D.A.T.E. curriculum is a hands-on, minds-on, problem-solving, inquiry-based, integrated curriculum, which will provide students with a foundation for understanding the world and their place in it. The environment, both natural and built, is the context for this curriculum, and technology is the means by which students will come to know, understand, and care for the environment, which sustains us all. Three unifying principles ground this curriculum: place-based education, educating for sustainability, and making connections. The D.A.T.E. curriculum integrates the three unifying principles in multidisciplinary and interdisciplinary ways using a project-based approach. Each grade will be engaged in projects of varying lengths throughout the year, projects which will emerge from student-generated inquiry about the environment, using technology in developmentally-appropriate ways and involving community members. The South River Watershed will be an important educational resource for D.A.T.E. This local environment will provide the context for much student learning, and students will get to know their home watershed in a holistic way through interdisciplinary education. All grades will also be involved in an ongoing school-wide garden project on the eight acres of the D.A.T.E. grounds. The garden project is also a vehicle for integrated learning, as each grade's garden project is designed to include all four core curriculum areas (English/Language Arts, Mathematics, Science, and Socials Studies) as well as other curriculum areas. Please contact your child's classroom teacher for a listing of class projects.

FOSS Science Program: The FOSS program is correlated to human cognitive development. The activities are matched to the way students think at different times in their lives. The research that guides the FOSS developers indicates that humans proceed systematically through predictable, describable years, and that students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. Upper elementary students construct more advanced concepts by classifying, testing, experimenting, and determining cause and effect relationships among objects, organisms, and systems. FOSS investigations are carefully crafted to guarantee that the cognitive demands placed on students are appropriate for their cognitive abilities. Developmental appropriateness and in-depth exposure to the subject matter with multiple experiences give FOSS its "horizontal curriculum" character (numerous activities that provide a great variety of experiences at a cognitive level) as opposed to a "vertical curriculum" design (activities that attempt to take students to inappropriately complex and abstract levels of understanding). A horizontal curriculum provides challenges for all students and results in a much deeper understanding of the subject.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

SCIENTIFIC THINKING PROCESSES

Although many programs use thinking processes, FOSS is the only one that has organized them into a developmental sequence specifically related to cognitive stages.

OBSERVING
using the senses to get information

COMMUNICATING
talking, drawing, acting

COMPARING
pairing, one-to-one correspondence

ORGANIZING
grouping, serializing, sequencing

RELATING
cause and effect, classification

INFERRING
superordinate/subordinate classification, if/then reasoning, developing scientific laws

APPLYING
developing strategic plans, inventing

The scientific thinking processes guide the selection of content for FOSS. Although students possess the capacity to use all the scientific thinking processes to some degree throughout their lives, some processes are more powerful at certain ages.

LEARNING WITH UNDERSTANDING

FOSS derives information about learning from both academic sources and practical experience in classrooms.

The academic sources emphasize that learning moves from experience to abstractions. FOSS modules begin with hands-on investigations, then move students toward abstract ideas related to those investigations using simulations, models and readings.

FOSS designs investigations to enhance their reasoning abilities. Fewer topics experienced in depth enhance learning better than many topics briefly visited. FOSS provides long-term (8-10 weeks) topical modules for each grade level, and the modules build upon each other within and across each strand, progressively moving students toward the grand ideas of science. The grand ideas of science are never learned in one lesson or in one class year.

Practical experience in classrooms demonstrates that students learn best by doing. When involved in learning something of interest, students come to understand concepts more fully, remember them longer after the experience, and develop confidence in their ability to find things out and to understand science.

Practical experience has taught us that when language arts experiences are embedded within the context of learning science, students improve in their ability to use their language skills. Students are eager to read to find out information, and to share their experiences both verbally and in writing.

Practical experience shows that all children can learn science, that there is no differentiation between genders in interest or ability to understand science concepts, that students with learning difficulties often shine in solving science problems, that students learning English as a second language have success alongside their fellow students, that gifted students are often

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

inspired to "run with the topic" beyond the interests of other students. FOSS is a great way for all students to learn science. FOSS is the result of academic research on learning interwoven with practical experiences in classrooms inclusive of thoughtful introduction of science concepts as well as the sequencing of ideas result in a curriculum that leads to learning of science with understanding by all students.

Social Studies

The Social Studies curriculum enables students to develop the ability to make informed decisions that balance concern for individual interests and the public good in a culturally diverse and interdependent world. The resource material for 8th grade is the Clairmont Press series, ***Georgia, Its Heritage and Its Promise.*** The resource material for 6th - 7th grade is the Pearson series, ***My World Studies.*** Grades K-5 utilizes the Houghton Mifflin series with various titles dependent upon grade-level.

School-wide Environmental Themes

Environmental themes are establish to provide additional environmental education and integrated in the school's core curriculum areas. Environmental themes and projects provide students with exposure to the following:

Unit 1- The 3r's and a S (substantiality)
Unit 2- Energy/Power
Unit 3- Natural Disasters/Global Warming
Unit 4- Water/Oceanography
Unit 5- Rocks/Minerals/Erosion
Unit 6- Habitats
Unit 7- Animals
Unit 8- Insects
Unit 9- Plants/Trees
Unit 10- Health/Our Body

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Core Instructional Materials and Resources Elementary & Middle School:
Grading Policy:

Student grades are expected to reflect an appropriate amount of curriculum assessment. There should be a balance of grades in each category to support appropriate assignments based on units of study.

Four Components	Sub-Categories	K-5	6-8	9-12
Pre-Assessments Prior to Learning (Formative Assessment)			***0%***	
	Formal or Informal Pre-Assessments			
Assessment During Learning			***25%***	
	Skills Assessment (Warm-Up)			
	Quiz			
	Projects			
Guided, Independent, or Group Practice			***45%***	
	Classwork			
	Project or Performance			
	Homework			
Summative Assessments or Assessment of Learning			***30%***	
	Formal Post-Assessment Test			
	Culminating Project or Performance			
	Final or Culminating Exam			
	TOTAL		***100%***	

Elementary & Middle School Grading Scale: Weighted Averages

A = 90% – 100%
B = 80% - 89%
C = 71% - 79%
D = 70%
F = 69% and below
***Students who receive Ns in Conduct for Progress Report/Report Cards will not be eligible for Principal's List and Honor Roll.**
***Students who receive all A's will only receive recognition for Principal's List.**
***Students who receive A's and B's will only receive recognition Honor Roll.**
***Students will not receive certificate or recognition for Achievement.**

GRADING PROTOCOL DEFINITIONS

Classwork – a student or group directed independent practice on the standards.
Examples include: Skills Block, Center work, Station work, textbook lessons, Framework Activities, Scavenger Hunt etc.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Classroom Discourse – whole-class and/or group discussions in which students talk about math to reveal a deeper level of understanding and their thinking process.
Examples include: Skilled Questioning, Sharing Student Work, etc.

Composition – a formal writing, which includes an introduction, body, and conclusion.

Culminating Project – a student's demonstration of his/her academic knowledge at an expressed period of time.

Debate/Discussion – an organized discussion or formal exchange of opinion.

Dressing Out – wearing appropriate attire that allows safe and effective movement during the activity, including appropriate footwear.

Final or Culminating Exam – an exam administered at the end of an academic term.

Formal Post Assessment – a test given to students after the completion of a unit or instructional program. It is often given in conjunction with a pre-assessment to measure student achievement and the effectiveness of the program.

Formative Assessment Lesson – lessons for formative assessment, some focused on developing math concepts, others on non-routine problem solving.
Source: http://map.mathshell.org

Graphic Organizers – communication tool used that uses visuals to capture knowledge, concepts, skills, thoughts, ideas, and/or relationships among concepts.

Guided Reading – small group reading instruction, which provides differentiated teaching that supports students in developing reading proficiency.

Homework – an assignment given to a student to be completed outside the regular class period.

Independent Reading – students choose materials to read for information or enjoyment.

Interactive Student Notebook – a resource/tool used for class notes and recording of activities. Source: http://interactive-notebooks.wikispaces.com/
Journal Prompts/Responses – writing prompts around a topic that requires students to describe, explain, persuade, and narrate. *Examples include:* Daily Reflection, Quick Write, etc.

Linguafolio – a performance-based student reflection of their language learning and cultural experiences.

Mathematical Task – a problem or set of problems that allows students to develop or use mathematics. The task is accompanied with a scoring rubric. *Examples include:* Learning Task, Performance Task, Discovery Activities, Inquiry-based Activities, etc.

Online Digital Resource – tools used to create, collaborate, research, and/or practice.
Examples include: US Test Prep, First In Math, Gizmos, Reflex Math, Brain Pop

Oral participation – actively engaged in independently speaking in the language.
Examples include: discussions, debates, and oral questioning/responses

Oral Questioning – independently question others using the second language.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Participation – actively engaged in the daily activity of the class.

Personal Management – positive compliance with classroom expectations (rules, safety, equipment, etc)

Portfolio – the contents of a student's work. (Note: In world language, it is the culminating activity for each thematic unit.)

Pre-Assessment – a tool to evaluate the readiness of students for further study.

Pre-Test – preliminary test to determine a student's baseline knowledge.

Project – a task or problem in school that takes place over a designated period of time.

Protocol – a system of rules that explain the correct conduct and procedures to be followed in formal situations.

Quiz – a short spoken or written assessment about a particular concept and/or skill.
Examples include: Online Assessment, Verbal Quiz, Written Quiz, etc.

Rituals and Routines – an established sequence of actions regularly followed for a specific ritual (any act or practice regularly repeated). *Examples include*: Taking Notes, Turning in Homework, Showing Work, etc.

Skills Assessment – a self-assessment tool that is used to determine whether the student's have learned certain skills.

Story Boards – a panel or series of panels drawn or sketched using thematic language to tell a story.

Student Portfolio – a collection of student work that showcases student's growth over time and/or examples of exemplary work. The student work should capture what students know and can do.

Test – a series of questions or problems designed to assess a specific concepts and/or skills. *Examples include:* Online Assessment, Chapter Test, Unit Test, etc.

Timed Writing – a timed writing focused on a prompt.

Thumbs Up/Down – a common hand gesture used to respond to a question posed in the classroom.

Ticket out the Door – a closure activity and formative assessment tool. Students are asked to describe or explain a major concept of the lesson

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Specials Grading Policy

ELEMENTARY PASS/FAIL RUBRICS
Arts (Visual and Performing), Music, Physical Education/Health, and World Languages

Health and Physical Education K-5

	Pass (100-70)	Fail (69 – 0)
Assessment During Learning • Cooperation in activities • Follows directions • Leadership/responsibility	• Student cooperates appropriately in class activities without a reminder 70% or more of the time. • Student listens and follows directions 70% or more of the time. • Student demonstrates positive, responsible, personal and social behavior (i.e. wearing appropriate footwear) 70% or more of the time.	• Student cooperates appropriately in class activities without a reminder less than 70% of the time. • Student listens and follows directions less than 70% of the time. • Student demonstrates positive, responsible, personal and social behavior (i.e. wearing appropriate footwear) less than 70% of the time.
Guided, Independent, or Group Practice • Respect people and equipment • Positive attitude • Rules/Safety	• Student demonstrates appropriate behavior to others and equipment 70% or more of the time. • Student exhibits a positive attitude toward task and others 70% or more of the time. • Student follows class safety rules and treats equipment with care 70% or more of the time.	• Student demonstrates appropriate behavior to others and equipment less than 70% of the time. • Student exhibits a positive attitude toward task and others less than 70% of the time. • Student follows class safety rules and treats equipment with care less than 70% of the time.
Assessments to Validate Learning • Observation of skills • Written tests • Accepts feedback	• Student exhibits outstanding performance 70% or more of the time. • Student demonstrates content knowledge of standards 70% or more of the time. • Student accepts feedback from peers and teacher 70% or more of the time.	• Student exhibits outstanding performance less than 70% of the time. • Student demonstrates content knowledge of standards less than 70% of the time. • Student accepts feedback from peers and teacher less than 70% of the time.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

MUSIC K-5

	Pass (100-70)	Fail (69 – 0)
Assessment During Learning • Active participation • Active listening • Guided reading • Guided writing • Singing • Playing an instrument	• Student demonstrates active participation while singing, playing (instrument), speaking, reading, writing, and listening 70% or more of the time.	• Student demonstrates active participation while singing, playing (instrument), speaking, reading, writing, and listening less than 70% of the time.
Guided, Independent, or Group Practice • Active participation in learning • Performance of learning tasks • Follow directions	• Student participates appropriately in class activities without a reminder 70% or more of the time. • Student performs learning tasks 70% or more of the time. • Student demonstrates engagement in class activities 70% or more of the time.	• Student participates appropriately in class activities less than 70% of the time. • Student listens and follows directions less than 70% of the time. • Student demonstrates engagement in class activities less than 70% of the time.
Summative Assessments to Validate Learning • Observation of skills • Active participation • Formative assessments • Summative assessments	• Student exhibits required performance 70% or more of the time. • Student demonstrates content knowledge of standards 70% or more of the time.	• Student exhibits required performance less than 70% of the time. • Student demonstrates content knowledge of standards less than 70% of the time.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Arts (Visual and Performing) K-5

	Pass (100-70)	Fail (69 – 0)
Assessment During Learning • Cooperation in activities • Follows directions • Leadership/responsibility	• Student cooperates appropriately in class activities without a reminder more than 70% of the time. • Student listens and follows directions more than 70% of the time. • Student demonstrates positive, responsible, personal and social behavior more than 70% of the time.	• Student cooperates appropriately in class activities without a reminder less than 70% of the time. • Student listens and follows directions less than 70% of the time. • Student demonstrates positive, responsible, personal and social behavior less than 70% of the time.
Guided, Independent or Group Practice • Respect people and equipment • Positive attitude • Rules/Safety	• Student demonstrates appropriate behavior to others and equipment more than 70% of the time. • Student exhibits a positive attitude toward task and others more than 70% of the time. • Student follows class safety rules and treats equipment with care more than 70% of the time.	• Student demonstrates appropriate behavior to others and equipment less than 70% of the time. • Student exhibits a positive attitude toward task and others less than 70% of the time. • Student follows class safety rules and treats equipment with care less than 70% of the time.
Assessments to Validate Learning • Observation of skills • Written tests • Accepts feedback	• Student exhibits outstanding performance more than 70% of the time. • Student demonstrates content knowledge of standards more than 70% of the time. • Student accepts feedback from peers and teacher more than 70% of the time.	• Student exhibits outstanding performance less than 70% of the time. • Student demonstrates content knowledge of standards less than 70% of the time. • Student accepts feedback from peers and teacher less than 70% of the time.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

WORLD LANGUAGES K-5

	Pass (100-70)	Fail (69 – 0)
Assessment During Learning • Active oral participation • Active listening • Guided reading • Guided writing	• Student demonstrates active participation while speaking, reading, writing, and listening 70% or more of the time.	• Student demonstrates active participation while speaking, reading, writing, and listening less than 70% of the time.
Guided, Independent, or Group Practice • Active participation in learning • Performance of learning tasks • Follows directions	• Student participates appropriately in class activities without a reminder 70% or more of the time. • Student performs learning tasks 70% or more of the time. • Student demonstrates engagement in class activities 70% or more of the time.	• Student participates appropriately in class activities less than 70% of the time. • Student listens and follows directions less than 70% of the time. • Student demonstrates engagement in class activities less than 70% of the time.
Assessments to Validate Learning • Observation of skills • Active oral participation • Formative Assessments • Summative Assessments	• Student exhibits required performance 70% or more of the time. • Student demonstrates content knowledge of standards 70% or more of the time.	• Student exhibits required performance less than 70% of the time. • Student demonstrates content knowledge of standards less than 70% of the time.

Middle Grades Specials/Connections Grading Policy

Technology Grading Scale	
Classwork	40%
Text/Quiz	30%
Projects	25%
Homework	5%

Physical Education Grading Scale	
Dress Out	30%
Participation	30%
Skills Test	20%
Written Test	10%
Final Exam	10%

French Middle School Grading Scale	
Classwork	10%
Homework	10%
Projects	10%
Test	20%
Participation	30%
Quizzes	10%
Final Exam	10%

Music/Band Grading Scale	
Performance	40%
Text/Quiz	30%

Health Grading Scale	
Classwork	40%
Homework	10%

Visual Arts Grading Scale	
Class/Daily Work	50%
Projects	30%

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Projects	25%	Test/Quiz	20%	Writing/Test	10%
Homework	5%	Projects	20%	EOCT (if applicable)	10%
		Final Exam	10%		

Specials Grading Scale: Weighted Averages

A = 90% – 100%
B = 80% - 89%
C = 71% - 79%
D = 70%
F = 69% and below

***Students who receive Ns in Conduct for Progress Report/Report Cards will not be eligible for Principal's List and Honor Roll.**
***Students who receive all A's will only receive recognition for Principal's List.**
***Students who receive A's and B's will only receive recognition Honor Roll.**
***Students will not receive certificate or recognition for Achievement.**

Classwork Policy and Procedures: All assignments must have the proper heading in the upper right-hand corner of the first page. This consists of the student's name, the D.A.T.E. that the assignment is due, his class period, and the title of the assignment. Work completed in class, and other activities may have varying point values. Each student in grades 1-8 is expected to keep a notebook. This includes keeping accurate notes from class discussions and lectures, all handouts, and all returned assignments. The notebooks ***may*** be collected at the end of each quarter. The sections should be easy to find, and each section should be complete. The papers should be adequately and neatly contained. ***The organization of notebooks will be at the teacher's discretion.***

Make-up Work Policy and Procedures: If a student misses an assignment, quiz, or test due to an excused absence, he must make it up on or one day after he/she returns to class. This will usually take place after school, although it may be done during class if time permits. Extra- curricular activities do not constitute an excuse to miss a make-up an assignment, quiz or test after school. A student will have one day after he/she returns to make-up assignments, quiz, or test day when he has had an excused absence. Students with extended, excused absences need to see the teacher after school to arrange make-up schedules.

Homework Policy and Procedures: Students will receive homework every night.. A typical night of homework will include assignments in language Arts (Reading), Math, Science and one other subject. **Additionally, students must read at least 30minutes to one hour per night. What they read is entirely up to them. The goal is to get students reading. The more they enjoy what they are reading, the more they will read. Homework will not be accepted after it is collected from the class as a whole, even if a student has it by the end of the class period.** Homework is only accepted late if a student has an excused absence on the D.A.T.E. that it is due and turns in the assignment by the beginning of class on his first day back. If a student is absent (excused only) for more than one day and wants an extension on his/her homework, he must check with the teacher. Otherwise, he/she has one day to make up the work.

Daily homework is due the day after it is assigned (unless otherwise specified). Homework can be turned in one day late for a reduced grade of 80%, two days late will result in a grade of 70%, and after three days of late homework; the final homework grade will result in a zero. Of course, students absent due to illness will be given the necessary time to make up missed assignments.

All work must also contain the proper class heading in the upper right-hand corner of the paper. This heading consists of the student's name, number, and the D.A.T.E. The title of the assignment goes on the first line of the paper (for example -- Math p.105 #'s 1-20).

School-wide Student Tutorials: Student tutorials will be provided for any student who is failing a course or a subject, and not meeting the expectations of the classroom teacher. These tutorial sessions will take place on selected days of the week.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Academic honesty: Receiving or giving information for an assignment is cheating and when caught in the act students will not receive credit nor receive the opportunity for a chance of make-up. ***Plagiarism is not acceptable:*** If a student takes information from the Internet or any printed resources without a citation, it is considered plagiarism and will result in a reduction in grade. Disciplinary action may the enforced for instances of cheating or academic dishonesty.

Classroom Expectations (Rules): Students must be prepared for the start of class by the bell. Pencil sharpening and book retrieval from desk should be completed. Students must be in their seats by the tone to be counted present and on time. A student who comes to class late must have a note that was approved at the office prior to his arrival at class to be admitted.

-All assigned textbooks must be present.
-Respect for and consideration of the teacher and fellow students is expected at all times.
-After recognition, one person at a time will be allowed to speak.
-Cheating or dishonesty in relation to any assignment will result in parental notification and zero credit for that assignment.
-No food or drink is permitted in the classroom.
-No defacing of private or school property is allowed.
-Physical contact with other students and/or their belongings is not permitted in the classroom.
-Throwing of objects of any kind is expressly forbidden. This includes, but is not limited to spit wads, paper wads, change, candy, pencils, pens, rubber bands, paper clips, and books.
-Students are held responsible for getting information pertaining to make-up work and for doing it.
-Students will only be permitted to make up work that was missed due to an excused absence.
-Handbook policies, including those pertaining to the dress code, will be enforced.

Consequences of Inappropriate Behavior in the Classroom: Please refer to the DeKalb Academy of Technology & Environment's Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also, outlined in this plan are the possible consequences of engaging is such behaviors. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the Consequences.

Technology and Internet Acceptable Use: Use of the Internet must be in support of education and research and consistent with the educational objectives of the DeKalb Academy of Technology and Environment. Use of any other organization's network or computing resources must comply with the rules appropriate for that network. In addition to adherence to the policies and procedures of various networks and any set forth by a service provider or host system, users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. These procedures may include, but are not limited to, a log book, user time restrictions, and limitations on use of finite resources. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited. Illegal activities are strictly prohibited.

Helpful websites and other resources: **www.doe.k12.ga.us**, **www.georgiastandards.org/**, **www.dekalbacdemy.org**

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

School Uniform and Dress Policy

D.A.T.E. has entering into a partnership with Buckhead Uniforms and Charter Uniforms to provide all student uniforms and accessories for the student body. All students will be required to follow the uniform policy as it adheres to the school dress code. **Beginning August 2010, students will be required to wear full uniforms Monday through Thursday. Students can wear spirit attire on Fridays. Dress shoes must still be worn on Fridays. No tennis/gym shoes/boots Mon-Friday.**

Student dress, grooming, and cleanliness are important to the growth and development of a young adolescent and learning to dress appropriately is a life skill. Parents have the primary responsibility of teaching and guiding their students on the importance of dressing, grooming, and cleanliness. Schools are responsible for maintaining a safe and orderly environment and a unified dress code policy is just one of many policies that help create an environment that promotes safety, order, and a constructive learning atmosphere. Students must arrive at school dressed according to the uniform dress code policy. The uniform dress code policy is strictly enforced. Please contact your DeKalb Academy of Technology & Environment representatives if you have questions or concerns.

Uniforms improve the classroom-learning environment by:

- helping students concentrate on their school work by setting a tone for serious study; removing distractions created by socioeconomic differences and modem fashion; and instilling students with discipline and self-respect.

Uniforms build citizenship and a sense of community in our children by:

- building self esteem, self respect, and school spirit among students by creating the distinction of being part of a group;
- maintaining a healthy and positive school image in the community by a clean and neat appearance;
- providing a visible and public symbol of commitment to school improvement and reform.

Uniforms create a safe learning environment by:

- helping school officials recognize intruders who come to the school;
- eliminating the possibility of wearing gang-related or other potentially disruptive clothing

The only reasons for an exemption are:

1. Required religious attire, or
2. A severe physical disability

Section One: General Provisions. Uniforms at DeKalb Academy of Technology & Environment are mandatory. Implementation of the DeKalb Academy of Technology & Environment is as follows:

1. General: Uniforms must be worn during school hours, except under special circumstances as announced by the Headmaster. Uniforms must also be worn for all before and after school programs, including field trips and special school activities, and all tutoring and enrichment sessions, except on occasions when costumes may be required for dress rehearsals or performances. Gym clothes will be required for athletic activities.
Beginning August 2010, students will be required to wear full uniforms Monday-Thursday. Spirit attire can be worn by students on Fridays.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

2. Appearance: Students must present a clean, modest, and neat appearance at all times. All clothing must be appropriately sized and worn correctly. Pants/shorts/skirts must be worn at the waist, shirts must be buttoned and tucked in, shoes must be tied or fastened, clothing must be worn right-side-out, etc. Clothing shall not be excessively worn or have holes.

3. Footwear: Shoes for students should be conservative in style and no white shoes/tennis shoes are to be worn as part of the requirements. Rubber black or brown shoes are permissible. Students must wear shoes that are not distracting (no lights, charms, or characters). Closed toed and closed heel shoes only. Heels or soles may not be higher than 1 inches. Athletic shoes only may be required for gym. No timberland, designer female boots, high tops shoes, or boots (male & female) will be permissible during instructional school hrs.

4**.** Socks: Socks or tights must always be worn. Socks for students should coordinate with the uniform. Girls may also wear appropriate smooth opaque or cable knit tights. No nylon stockings may be worn.

5. Underclothing: Other than plain white undershirts worn under uniform shirts, underclothing should not be visible. Girls are encouraged to wear shorts under skirts and jumpers. Shorts, knit leggings or pants that show underneath these articles of clothing are not allowed. Leggings or tights are not permitted underneath girls skirts and jumpers.

6. Hemlines: The hemlines in jumpers and skirts shall be no shorter than 2 inches above the kneecap; shorts and skorts will not be shorter than 4 inches above the kneecap.

7. The Board-approved Crest may be worn on Board-approved uniform tops.

8. Jewelry, etc.: Girls may wear jewelry or hair accessories that are appropriate for wear at school and are not a distraction. Boys may not wear earrings. All jewelry, if worn, must not be a distraction to the educational environment of the class or school. Sunglasses should not be worn inside the school building.

9. Hair must be kept neat, have a combed appearance, and be appropriate for school. Irregular coloring of hair or outlandish hairstyles are inappropriate such as, multiple (more than 2) vertical and horizontal lines and other designs in hair and absolutely no Mohawks are allowed. One to two parts are allowed, but curved and other designed lines are not appropriate. Hair coloring and outlandish hairstyle parameters will be left to the discretion of the Headmaster, Principal, or Director for Student Services.

10. Cosmetics: Any makeup worn should be appropriate for school and not a distraction.

11. Outerwear: All sweaters and vests must be worn with a uniform approved shirt underneath. Outerwear that is worn for warmth to and from school and at outside recess is not considered a uniform item.

Student Dress and Uniform Violations

All students are expected to adhere to the expectations of appropriate dress as indicated in the DeKalb County School District Code of Conduct and any additional requirements listed in local school dress regulations.

The following applies to all student dress code violations:

Number of Offenses	Actions of the School
First Offense	Verbal Reprimand, and In School Suspension (ISS) until End of Day or Correction of the Violation
Second Offense	Parent Contact, 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

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

	violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules and a possible referral to an alternative setting upon a finding of guilty by the Student Evidentiary Hearing Committee.

Dress items not specifically covered above but considered inappropriate or contrary to the Purpose Statement in the DATE Uniform Policy are subject to review and interpretation by the Board of Directors. Additional dress code violations, along with specific articles of clothing or accessories may remain at the discretion of the school administrators.

Section Two: Approved Uniform

RULES AND TIPS FOR SUCCESSFUL COMPLIANCE TO THE UNIFORM POLICY

- Uniforms must be worn at all time. No Exception!
- Pants/shorts/skirts/Capri's must be worn at the waist. Shirts must be buttoned and tucked in at all times. (Boys & Girls)
- Ties are to be worn with all shirts and Peter Pan Blouses.

School Requirements for Girls

NO OUTSIDE CLOTHING
GIRLS (REQUIRED UNIFORM – MONDAY THROUGH THURSDAY)

JUMPERS	Plaid Jumper **(Style #172 or Style #194) (Color #55)** Khaki Jumpers **(Style #123, Style #172, or Style#194)**
SKIRTS	Plaid Skirt **(Style #134 or #143) (Color #55)** Khaki Skirt **(Style #143)** Khaki A-Line Skirt **(Style #2661)** Long Khaki Skirt **(Style #1526 or #2662)**
BLOUSES	White Short Sleeve or Long Sleeve Peter Pan Blouse **with School Appliqué** White Short Sleeve or Long Sleeve Oxford Blouse **with School Appliqué** White 3/4 Princess Overblouse **with School Appliqué**
FRIDAY ONLY **KNIT SHIRTS**	Spirit Shirts with Khaki Pants
SKORTS	Khaki **WRAP** Skort **(Style #907) or** Khaki Long Skort **(Style#148)**
SLACKS	Khaki Pleated, Flat Front and Fashion Fit Slacks **- Must be worn with solid black or brown belt**
SHORTS	Khaki Pleated Shorts **- Must be worn with belt (Grades Kindergarten ONLY)**
SWEATERS	Hunter Green Crewneck Cardigan Sweater, Crew Neck Pullover or Sweater Vest **with School Appliqué**
BLAZERS	Hunter Green Blazer
TIES	Solid Green Tie or Plaid **#55** Tie
CROSSTIE	Plaid **#55** Cross Tie
BELTS	Solid Black or Brown Leather or Braided Belt
SOCKS	Hunter Green, White or Khaki Crew Socks White or Hunter Green Knee Socks
TIGHTS	Hunter Green or White Tights
SHOES	Conservative Black or Brown Shoes (Bucs, Mary Janes)

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

	No Merrells
HAIR ACCESSORIES	**#55** Plaid, Khaki, White or Hunter Green Hair Accessories (Optional)

Items with belt loops require a belt.

P.E. UNIFORM (4th – 8th grades only)

T- SHIRT	Ash Short Sleeve T-Shirt **with School P.E. Logo**
SHORTS	Hunter Green **MESH** Shorts- **with School P.E. Logo**
SWEATPANTS	Hunter Green Sweatpants **with School P.E. Logo**

School Requirements for Boys

NO OUTSIDE CLOTHING

BOYS (REQUIRED UNIFORM – MONDAY THRU THURSDAY)

SLACKS	Khaki Pleated or Flat Front Slacks **(SLACKS MUST BE FITTED TO THE WAIST AND THE APPROPRIATE LENGTH)**
SHORTS	Khaki Pleated Shorts **(Kindergarten Only)**
SHIRTS	White Short Sleeve or Long Sleeve Oxford Shirt **with School Appliqué**
FRIDAY ONLY KNIT SHIRTS	White or Hunter Green Short Sleeve or Long Sleeve Knit Shirts **with School Appliqué**
FRIDAY ONLY	Spirit Shirts with Khaki Pants
SWEATERS	Hunter Green V-Neck Cardigan or V-Neck Pullover Sweater or Sweater Vest **with School Appliqué**
BLAZER	Hunter Green Blazer
TIES	Solid Green Tie or Plaid **#55** Tie
BELTS	Solid Black or Brown Leather or Braided Belt
SOCKS	Black, White or Khaki Crew Sock
SHOES	Conservative Black or Brown Shoes (Bucs, Loafers and Ivy League) No Merrells

P.E. UNIFORM (4th through 8th GRADE STUDENTS ONLY)

T- SHIRT	Ash Short Sleeve T-Shirt **with School P.E. Logo**
SHORTS	Hunter Green **MESH** Shorts- **with School P.E. Logo**
SWEATPANTS	Hunter Green Sweatpants **with School P.E. Logo**

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

Parent Grievance Procedures

DeKalb Academy of Technology and Environment Charter School has enacted the following Grievance Procedures as a guide for parents and guardians to solve possible grievance issues in the most effective manner. These procedures serve as a guideline. The following procedure will be followed whenever a parent/guardian has a particular grievance:

STEP 1: The parent/guardian is to set an appointment to meet with the teacher or staff member involved in the grievance. The teacher and/or the parent/guardian may request that the assistant principal/principal or his/her designee be present.

STEP 2: If the issue is not resolved, the parent/guardian may ask for a meeting with the Assistant Principal/Principal. Any person who is dissatisfied with the results of such a meeting may wish to complete a Parent Grievance Form and proceed to Step 3.

STEP 3: If the issue remains unresolved, the parent/guardian is requested to send the Parent Grievance Form to Headmaster/CEO, Dr. Maury Wills, or email at Maury_L_Wills@fc.dekalb.k12.ga.us. The Headmaster/CEO will intervene to address parent concerns and resolve any existing conflicts/concerns. If the grievance is not resolved, then the issue must proceed to Step 4.

STEP 4: If the issue remains unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board Chair. Ms. Lillie Pleasant at: lpboat@bellsouth.net. The Board Chair will decide whether to bring the grievance to the full board for discussion/remediation. If the grievance is presented to the Board, the parent/guardian will be asked to speak with the full Board to make a final recommendation. The parent/guardian will receive a letter with the Board's final recommendation. The Board of DeKalb Academy Board of Directors believes that all decisions are made with the best interest of the child in mind. We as adults have the right to disagree, but the children are why we are here.

*A parent/guardian is defined as anyone who has educational decision-making powers for the student as defined by State Law.

DeKalb Academy of Technology and Environment shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

DeKalb Academy of Technology and Environment Charter School Grievance Form

Name: _____
Address: _____
Telephone: _____(day)_____(evening)

- Who is your complaint against? _____
- Position: _____
- Has this been discussed with him/her? Y ___ N ____
- Date: _____
- Has the complaint been discussed with the principal or supervisor? Y ___ N ____Date: _____

Please explain resolution or outcome: Attach additional pages, if necessary.

_____
_____
_____
_____
_____
_____
_____

- Has the complaint been discussed with the Headmaster/CEO? Y ___ N ____Date: _____

Please explain resolution or outcome: Attach additional pages, if necessary.

_____
_____
_____
_____
_____
_____

- Description of Complaint: Please include all relative information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.

  _____
  _____
  _____
  _____
  _____
  _____

- What remedy or action do you suggest?

  _____
  _____
  _____
  _____

Signature: _____Date: _____

Date received by DeKalb Academy Schools Office: _____

Notes:

EMPLOYEE HANDBOOK

For

Employees Located at:

DEKALB ACADEMY OF TECHNOLOGY & ENVIRONMENT

EMPLOYEE HANDBOOK
For

Employees Located at:

DEKALB ACADEMY OF TECHNOLOGY & ENVIRONMENT

Re-issue Date: 8/1/2010

TABLE OF CONTENTS

NO.	POLICY TITLE	EFFECTIVE/REVISED:	PAGE
INTRODUCTION			
020	Employee Welcome Message	11/1/2009	5
030	Mission Statement	11/1/2009	7
040	History Statement	11/1/2009	9
050	Introductory Statement	11/1/2009	13
EMPLOYMENT			
101	Nature of Employment	11/1/2009	15
102	Employee Relations	11/1/2009	15
103	Equal Employment Opportunity	11/1/2009	15
104	Business Ethics and Conduct	11/1/2009	16
105	Hiring of Relatives	11/1/2009	16
107	Immigration Law Compliance	11/1/2009	17
108	Conflicts of Interest	11/1/2009	17
110	Outside Employment	11/1/2009	18
112	Non-Disclosure	11/1/2009	18
114	Disability Accommodation	11/1/2009	19
116	Job Posting	11/1/2009	19
EMPLOYMENT STATUS & RECORDS			
201	Employment Categories	11/1/2009	20
202	Access to Personnel Files	11/1/2009	21
203	Employment Reference Checks	11/1/2009	21
204	Personnel Data Changes	11/1/2009	21
209	Performance Evaluation	11/1/2009	22
212	Salary Administration	11/1/2009	22
EMPLOYEE BENEFIT PROGRAMS			
301	Employee Benefits	11/1/2009	22
305	Holidays	11/1/2009	23
306	Workers' Compensation Insurance	11/1/2009	24
307	Sick Leave	11/1/2009	24
308	Time Off to Vote	11/1/2009	25
309	Bereavement Leave	11/1/2009	25
311	Jury Duty	11/1/2009	25
312	Witness Duty	11/1/2009	26
313	Benefits Continuation (COBRA)	8/1/2010	27
324	Employee Assistance Program	11/1/2009	27

NO.	POLICY TITLE	EFFECTIVE/REVISED:	PAGE
TIMEKEEPING/PAYROLL			
401	Timekeeping	11/1/2009	28
403	Paydays	11/1/2009	28
405	Employment Termination	11/1/2009	29
408	Pay Advances	11/1/2009	29
409	Administrative Pay Corrections	11/1/2009	29
410	Pay Deductions and Setoffs	11/1/2009	30
480	Compensation	11/1/2009	30
WORK CONDITIONS & HOURS			
501	Safety	11/1/2009	32
502	Work Schedules	11/1/2009	33
504	Use of Phone and Mail Systems	11/1/2009	33
505	Smoking	8/1/2010	33
506	Rest and Meal Periods	11/1/2009	33
508	Use of Equipment and Vehicles	11/1/2009	33
510	Emergency Closings	11/1/2009	34
514	Visitors in the Workplace	11/1/2009	34
516	Computer and Email Usage	11/1/2009	35
517	Internet Usage	11/1/2009	35
518	Workplace Monitoring	11/1/2009	37
519	Social Security Number Privacy	11/1/2009	37
522	Workplace Violence Prevention	11/1/2009	38
526	Cell Phone Usage	11/1/2009	39
LEAVES OF ABSENCE			
601	Family and Medical Leave of Absence (FMLA)	8/1/2010	39
605	Military Leave	11/1/2009	50
607	Pregnancy-Related Absences	11/1/2009	51

NO.	POLICY TITLE	EFFECTIVE/REVISED:	PAGE
EMPLOYEE CONDUCT & DISCIPLINARY ACTION			
701	Employee Conduct and Work Rules	11/1/2009	51
702	Drug and Alcohol Use	11/1/2009	52
703	Sexual and Other Unlawful Harassment	11/1/2009	53
704	Attendance and Punctuality	11/1/2009	54
705	Personal Appearance	11/1/2009	54
706	Return of Property	11/1/2009	55
708	Resignation	11/1/2009	55
710	Security Inspections	11/1/2009	55
712	Solicitation	11/1/2009	56
714	Drug Testing	11/1/2009	57
716	Progressive Discipline	11/1/2009	57
MISCELLANEOUS			
800	Life-Threatening Illnesses in the Workplace	11/1/2009	58
802	Recycling	11/1/2009	58
804	Employee Commute Options	11/1/2009	59
ADDENDUM			
900	Sick Leave/Family and Medical Leave	11/1/2009	59
901	Personal Leave and Long Term Personal Leave	11/1/2009	60
902	Short Term Personal Leave	11/1/2009	61
903	Legal/Medical/Professional/Personal Leave	11/1/2009	62
904	Job Descriptions	11/1/2009	64
905	Certification and Evaluation	11/1/2009	104
906	Working Relationships	11/1/2009	107
907	Confidentiality	11/1/2009	107
908	Illegal Activities	11/1/2009	109
909	Political Activities	11/1/2009	109
910	Reporting Unlawful or Unethical Activity – Prohibition against Retaliation	11/1/2009	110
911	Personal Property	11/1/2009	110
912	Voice Telecommunication Acceptable Use	11/1/2009	111
913	Employee complaint	11/1/2009	112
Discipline Policy			
Job Descriptions Questionnaire			
Employee Handbook Acknowledgment of Receipt			

WELCOME!

Welcome New Employee!

On behalf of your colleagues, I welcome you to Dekalb Academy of Technology & Environment and wish you every success here.

We believe that each employee contributes directly to Dekalb Academy of Technology & Environment's growth and success, and we hope you will take pride in being a member of our team.

This Employee Handbook was developed to describe some of the expectations of our employees and to outline the policies, programs, and benefits available to eligible employees. Employees should familiarize themselves with the contents of the Employee Handbook as soon as possible, for it will answer many questions about employment with Dekalb Academy of Technology & Environment.

We hope that your experience here will be challenging, enjoyable, and rewarding. Again, welcome!

Sincerely,

Dr. Maury Wills,
Headmaster

MISSION

The goal of the Dekalb Academy of Technology and the Environment is to educate a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum. The School will improve student achievement via a curriculum which:

- Recognizes the important link between technology and the environment
- Promotes higher order thinking skills – critical thinking, problem solving, and decision-making
- Motivates students by offering a real world context for learning
- Engages learners in investigative, hands-on/minds-on, student-centered, and cooperative activities between industry and environmental groups
- Advances educational reform goals
- Correlates to state and national academic standards
- Considers the environment in its totality, i.e., the co-existence of business and the environment
- Promotes continuous lifelong learning

HISTORY

The School seeks to implement this curriculum because linking education and the environment has been demonstrated to improve the effectiveness of education overall, boost enthusiasm for learning, decrease discipline and attendance problems, and to produce students capable of making real-world decisions which necessarily implicate dwindling environmental resources. In addition, in this particular location the school believes it will foster a sense of community pride and commitment by virtue of studying unique aspects of South DeKalb County: geologically and by virtue of its natural resources, the interrelationship of same with historical and emerging technology and business, and its predominant and affluent African-American community.

Executive Summary: It is the School's belief that South DeKalb County presents unique learning opportunities due to its geology, natural resources, historical significance and demographics; particularly in the area which runs generally from the City of Lithonia to the southern and southeastern County lines. The extensive quantities of granite monadnock formations in this area; the existence of Soapstone Ridge and natural, but now often threatened flora and fauna associated with such formations; the inherent, historic relationship between the existence of granite and settlement patterns; and the role played by quarrying and other industries related to the geology and geography of this area in the development of not only DeKalb County, but of the southeast; provide a unique microcosm for study which may be infused throughout an entire educational curriculum. Core and other curriculum requirements relative to science, math, history, social studies and even English become all the more interesting when tied to a local issue a student personally can witness. Additionally, emphasizing the interrelationship between natural resources and development in a proactive manner, particularly when demonstrated in a very local manner, will educate students to act responsibly in a technology-driven world, which rapidly is approaching severe environmental limitations.

As early as kindergarten and continuing throughout the highest-grade level offered by the school, its students will possess increased knowledge about the environment and technology so as to be capable of assessing and weighing the various sides of technological/environmental clashes. At the same time, the school emphasizes that the demographics and cultural diversity of South DeKalb County present an equally fertile dynamic, which should be considered in evaluating any of the foregoing, issues. Unique cultural practices in this area go back thousands of years, and largely involve what now are considered "minority populations". Long before Europeans arrived in Georgia, Native Americans first settled in this area along the Soapstone Ridge to quarry stone and fabricate tools for trade. As a consequence, by 3000 B.C., this area became one of the most important and early trading centers in North America. More than 110 archaeological sites exist along Soapstone Ridge with aboriginal remains dating to the Archaic period (3000 to 1500 B.C.). When superior products evolved elsewhere in Georgia, the settlement focus shifted from ridgelines to agricultural sites, still populated by Native Americans. The region became settled and split between the Cherokee and Creek tribes long before substantial numbers of Europeans began to arrive in the late 18th and 19th centuries. With the European settlers, of course, arrived African slaves. By 1830, their population in DeKalb County was approximately 1686, with only 17 free persons. Nonetheless, these individuals created their own church and school in Lithonia, and it is believed their commitment to this area caused DeKalb County to lean strongly towards the Union as the Civil War convened. After the Civil War, the granite industry began to emerge via quarrying. The advent of new technology, (dynamite and the steam drill); as well as expanding rail systems allowed this industry to export its products elsewhere.

Multiple quarries began operating, which required the import of skilled immigrant craftsman as well as extensive use of former slave labor. Once again the African-American community contributed substantially to the growth of South DeKalb County. In the 1890's the first African American barber shop was opened. In 1885 the Fairfield Baptist Church formed, providing a local church and school services to African-American residents. The diverse population continued to thrive, but not without major obstacles. Following on the heels of the Great Depression, and as competition for available jobs became very extreme; the Ku Klux Klan became prominent. Crosses were burned at the top of Stone Mountain, which by 1924 had been selected as the Confederate Memorial site, which remains today. Indeed, the Ku Klux Klan regrettably remained active well into the 1980's. Nonetheless, the African-American population in South DeKalb County continued to grow. The 1940s and 1950s saw the Lithonia Speedway and the Lithonia County Club boast members such as BB King and James Brown. In the late 1940s Lucious Sanders, a pioneer of African-American activism formed the Lithonia Civic league: an entity dedicated to challenging discrimination. Today, South DeKalb County is the home to the most affluent African-American population in the United States. There is perhaps no better geographical area in which to study events, which shaped that growth, whether political, geological, or environmental. The thorny issue of environmental racism comes into the mix, as this area also continues to be the site of industrial development not always conducive to population stability and growth. The School believes that by utilizing a curriculum, which will allow and encourage in depth, hands on study in the very community in which its students will live; it will serve the following

(i) Enhance student enthusiasm about learning so as to perform better academically;
(ii) Enhances teacher enthusiasm about learning and teaching so as to bring more innovative instructional strategies into the classroom;
(iii) Encourages students to become more involved in their communities, now and as adults, by educating them about complex, real-world issues;
(iv) Makes students gain an appreciation for how their community and natural surroundings relate to one another;
(v) Enhances student understanding of the real-world consequences of political decisions, thereby increasing their interest and participation in the political process; and
(vi) Teaches students to act responsibly and consider environmental implications of business decisions.

INTRODUCTORY STATEMENT

This Employee Handbook is designed to acquaint you with Dekalb Academy of Technology & Environment and to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You should read, understand, and comply with all provisions of the Employee Handbook. It describes many of your responsibilities as an employee and outlines the programs developed by Dekalb Academy of Technology & Environment that benefit you as an employee. One of our objectives is to provide a work environment that is conducive to both personal and professional growth.

While every attempt has been made to create these personalized policies consistent with federal and state law, if an inconsistency arises the policy(s) will be enforced consistent with the applicable law.

No Employee Handbook can anticipate every circumstance or question about policy. As Dekalb Academy of Technology & Environment continues to grow, the need may arise and Dekalb Academy of Technology & Environment reserves the right to revise, supplement, or rescind any policies or portion of the Employee Handbook from time to time as it deems appropriate in its sole and absolute discretion. Employees will, of course, be notified of such changes to the Employee Handbook as they occur.

101 Nature of Employment
Effective Date: 11/1/2009

Employment with Dekalb Academy of Technology & Environment is entered into voluntarily and both you and Dekalb Academy of Technology & Environment are free to end the employment relationship at any time, for any reason, with or without cause or advance notice so long as there is no violation of applicable federal or state law.

Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between Dekalb Academy of Technology & Environment and any of its employees. The provisions of the handbook have been developed at the discretion of management and, except for its policy of employment-at-will, may be amended or cancelled at any time, at Dekalb Academy of Technology & Environment's sole discretion.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the chief executive officer of Dekalb Academy of Technology & Environment.

102 Employee Relations
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment believes that the work conditions, wages, and benefits it offers to its employees are competitive with those offered by other employers in this area and in this industry. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to their supervisors.

Our experience has shown that when employees deal openly and directly with supervisors, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that Dekalb Academy of Technology & Environment amply demonstrates their commitment to employees by responding effectively to employee concerns.

103 Equal Employment Opportunity
Effective Date: 11/1/2009

In order to provide equal employment and advancement opportunities to all individuals, employment decisions at Dekalb Academy of Technology & Environment will be based on merit, qualifications, and abilities. Dekalb Academy of Technology & Environment does not discriminate against any person because of race, color, creed, religion, sex, national origin, disability, age or any other characteristic protected by law (referred to as "protected status"). This nondiscrimination policy extends to all terms, conditions and privileges of employment as well as the use of all company facilities, participation in all company-sponsored activities, and all employment actions such as promotions, compensation, benefits and termination of employment.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of their immediate supervisor. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

104 Business Ethics and Conduct
Effective Date: 11/1/2009

The successful business operation and reputation of Dekalb Academy of Technology & Environment is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity.

The continued success of Dekalb Academy of Technology & Environment is dependent upon our customers' trust and we are dedicated to preserving that trust. Employees owe a duty to Dekalb Academy of Technology & Environment and its customers to act in a way that will merit the continued trust and confidence of the public.

Dekalb Academy of Technology & Environment will comply with all applicable laws and regulations and expects its directors, officers, and employees to conduct business in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Department Manager for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of every Dekalb Academy of Technology & Environment employee. Disregarding or failing to comply with this standard of business ethics and conduct could lead to disciplinary action, up to and including possible termination of employment.

105 Hiring of Relatives
Effective Date: 11/1/2009

The employment of relatives in the same area of an organization may cause serious conflicts and problems with favoritism and employee morale. In addition to claims of partiality in treatment at work, personal conflicts from outside the work environment can be carried over into day-to-day working relationships.

For purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

Although Dekalb Academy of Technology & Environment has no prohibition against employing relatives of current employees, we are committed to monitoring situations in which such relationships exist in the same area. In case of actual or potential problems, Dekalb Academy of Technology & Environment will take prompt action. This can include reassignment or, if necessary, termination of employment for one or both of the individuals involved.

107 Immigration Law Compliance
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment is committed to employing only United States citizens and aliens who are authorized to work in the United States and do not unlawfully discriminate on the basis of citizenship or national origin.

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. Former employees who are rehired may also be required to complete the form.

Employees with questions or seeking more information on immigration law issues are encouraged to contact their immediate supervisor. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

108 Conflicts of Interest
Effective Date: 11/1/2009

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes only the framework within which Dekalb Academy of Technology & Environment wishes the business to operate. The purpose of these guidelines is to provide general direction so that employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact Human Resources for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of Dekalb Academy of Technology & Environment. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls designed to ultimately benefit either the employer, the employee, or both. Promotional plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of Dekalb Academy of Technology & Environment's business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose to an officer of Dekalb Academy of Technology & Environment as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which Dekalb Academy of Technology & Environment does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving Dekalb Academy of Technology & Environment.

110 Outside Employment
Effective Date: 11/1/2009

Employees may hold outside jobs as long as they meet the performance standards of their job with Dekalb Academy of Technology & Environment. All employees will be judged by the same performance standards and will be subject to Dekalb Academy of Technology & Environment's scheduling demands, regardless of any existing outside work requirements.

If Dekalb Academy of Technology & Environment determines that an employee's outside work interferes with performance or the ability to meet the requirements of Dekalb Academy of Technology & Environment as they are modified from time to time, the employee may be asked to terminate the outside employment if he or she wishes to remain with Dekalb Academy of Technology & Environment.

Outside employment that constitutes a conflict of interest is prohibited. Employees may not receive any income or material gain from individuals outside Dekalb Academy of Technology & Environment for materials produced or services rendered while performing their jobs.

112 Non-Disclosure
Effective Date: 11/1/2009

The protection of confidential business information and trade secrets is vital to the interests and the success of Dekalb Academy of Technology & Environment. Such confidential information includes, but is not limited to, the following examples:

- Computer Programs and Codes
- Customer Lists
- Customer Preferences
- Financial Information
- Marketing Strategies
- Pending Projects and Proposals
- Research and Development Strategies

Employees who improperly use or disclose trade secrets or confidential business information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information.

114 Disability Accommodation
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment is committed to complying fully with the Americans with Disabilities Act (ADA) and applicable state law, and to ensure equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures are designed to provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodations for qualified individuals with known disabilities will be made unless to do so would be an undue hardship. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well as in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

Dekalb Academy of Technology & Environment is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. Dekalb Academy of Technology & Environment will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. Dekalb Academy of Technology & Environment is committed to taking all other actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

116 Job Posting
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment provides employees an opportunity to indicate their interest in open positions and advance within the organization according to their skills and experience. In general, notices of all regular, full-time job openings are posted, although Dekalb Academy of Technology & Environment reserves its discretionary right to not post a particular opening.

Job openings will be posted and will remain open for 30 days. Each job posting notice will include the dates of the posting period, job title, department, location, grade level, job summary, essential duties, and qualifications (required skills and abilities).

Eligible employees can only apply for those posted jobs for which they possess the required skills, competencies, and qualifications.

To apply for an open position, employees should submit a job posting application to the Human Resources Department listing job-related skills and accomplishments. It should also describe how their current experience with Dekalb Academy of Technology & Environment and prior work experience and/or education qualifies them for the position.

Job posting is a way to inform employees of openings and to identify qualified and interested applicants who might not otherwise be known to the hiring manager. Other recruiting sources may also be used to fill open positions in the best interest of the organization.

201 Employment Categories
Effective Date: 11/1/2009

It is the intent of Dekalb Academy of Technology & Environment to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and Dekalb Academy of Technology & Environment.

Each employee is designated as either **NONEXEMPT** or **EXEMPT** from federal and state wage and hour laws. **NONEXEMPT** employees are entitled to overtime pay under the specific provisions of federal and state laws. **EXEMPT** employees are excluded from specific provisions of federal and state wage and hour laws. An employee's **EXEMPT** or **NONEXEMPT** classification may be changed only upon written notification by management.

REGULAR FULL-TIME employees are those who are not in a temporary status and who are regularly scheduled to work Dekalb Academy of Technology & Environment's full-time schedule. Under the terms and conditions of the Fair Labor Standards Act, a regular full-time employee is one who works forty (40) or more hours per week.

PART-TIME employees are those who are not assigned to a temporary status and who work continuously for a specified number of hours per week which is less than a regular schedule of forty (40) or more hours per week. Part-time employees receive all legally mandated benefits (such as Social Security and workers' compensation insurance).

202 Access to Personnel Files
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, documentation of performance appraisals and salary increases, and other employment records.

Personnel files are the property of Dekalb Academy of Technology & Environment, and access to the information they contain is restricted. Generally, only supervisors and management personnel of Dekalb Academy of Technology & Environment who have a legitimate reason to review information in a file are allowed to do so.

With reasonable advance notice, employees may review their own personnel files in Dekalb Academy of Technology & Environment's offices and in the presence of an individual appointed by Dekalb Academy of Technology & Environment to maintain the files.

203 Employment Reference Checks
Effective Date: 11/1/2009

To ensure that individuals who join Dekalb Academy of Technology & Environment are well qualified and have a strong potential to be productive and successful, it is the policy of Dekalb Academy of Technology & Environment to check the employment references of all applicants.

Dekalb Academy of Technology & Environment will respond in writing or verbally only to those reference check inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment, wage rates, and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry.

204 Personnel Data Changes
Effective Date: 11/1/2009

It is the responsibility of each employee to promptly notify Dekalb Academy of Technology & Environment of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personnel data has changed, notify your immediate supervisor.

209 Performance Evaluation
Effective Date: 11/1/2009

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

212 Salary Administration
Effective Date: 11/1/2009

The salary administration program at Dekalb Academy of Technology & Environment was created to achieve consistent pay practices, comply with federal and state laws, mirror our commitment to Equal Employment Opportunity, and offer competitive salaries within our labor market. Because recruiting and retaining talented employees is critical to our success, Dekalb Academy of Technology & Environment is committed to paying its employees equitable wages that reflect the requirements and responsibilities of their positions and are comparable to the pay received by similarly situated employees in other organizations in the area.

Compensation for every position is determined by several factors, including the essential duties and responsibilities of the job, and salary survey data on pay practices of other employers. Dekalb Academy of Technology & Environment periodically reviews its salary administration program and restructures it as necessary.

Employees should bring their pay-related questions or concerns to the attention of Human Resources who is responsible for the fair administration of departmental pay practices.

301 Employee Benefits
Effective Date: 11/1/2009

Eligible employees at Dekalb Academy of Technology & Environment are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefits eligibility is dependent upon a variety of factors, including employee classification. Your supervisor can identify the programs for which you are eligible. Details of many of these programs can be found elsewhere in the employee handbook.

The following benefit programs are available to eligible employees:

- Medical Insurance
- Dental Insurance
- Vision Care Insurance
- Life Insurance
- Employee Assistance Program
- Employee Discounts
- Short-Term Disability

Teacher Retirement Services

305 Holidays

The DeKalb Academy of Technology and Environment observes 8 standard holidays and 1 Spring Break each calendar year. If a holiday falls on a weekend, then DeKalb Academy of Technology and Environment will observe on the nearest business day.

Summer/Fall
Independence Day
Labor Day
Columbus Day

Winter/Spring
Thanksgiving
Christmas
New Year's Day
Dr. M.L. King, Jr. Birthday
Presidents' Day
Spring Break

If a holiday falls on a weekend, then DeKalb Academy of Technology and Environment will observe on the nearest business day.

Religious
Religious holidays shall be available to all certified professional personnel provided prior approval of his/her absence is given by the Headmaster. Such leave shall be deducted from the employee's personal leave.

Rules adopted for personal leave shall be the same for religious holidays.

306 Workers' Compensation Insurance
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to the applicable legal requirements, workers compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately.

Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither Dekalb Academy of Technology & Environment nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by Dekalb Academy of Technology & Environment.

307 Sick Leave
Effective Date: 11/1/2009

Sick leave applies to the following:

<u>Illness of an employee</u>

Absence of an employee due to illness of spouse, child, parent, grandparent, grandchild, brother, sister, son-in-law, daughter-in-law, mother-in-law, or father-in-law.

Absence of an employee due to illness of any relative living in the home.
If an employee uses his/her leave continuously for more than ten days, he/she must adhere to the following guidelines:

1. **Notification and Physician's Statement**
   An employee shall give immediate written notification to his/her supervisor and to the human resources office. The written notification shall be accompanied by a doctor's statement of anticipated date and length of physical disability.

2. **Determination of Commencement**
   The sick leave shall begin at a time to be determined by the employee, the physician, and the Headmaster. The employee anticipating physical disability may continue in active employment as long as he/she is able to perform properly the required functions of his/her job.

3. Approval or Denial of Request

The Headmaster or his/her designee shall indicate in writing to the employee the approval or denial of his/her request. Enclosed shall be a copy of this policy.

4. Return to Work

In order for an employee who has used more than 10 days of sick leave to return to active employment, he/she must send to the Headmaster a physician's statement certifying that he/she is able to perform the required functions of the job. If the Headmaster concurs with the statement, the employee shall be able to return to work and be assigned to a substantially equivalent position approved by the Headmaster.

Unless the Headmaster approves a change in the employee's approved sick leave, the employee must return to work as stated in the approved request or forfeit all rights under the policy.

308 Time Off to Vote

Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment encourages employees to fulfill their civic responsibilities by participating in elections. Generally, employees are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their nonworking hours, Dekalb Academy of Technology & Environment will grant up to 2 hours of paid time off to vote.

Employees should request time off to vote from their supervisor at least two working days prior to the Election Day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

309 Bereavement Leave

Effective Date: 11/1/2009

Sick leave shall apply to an employee's absence due to death of a member of his/her family defined in the sick leave rule applicable to employee.

Personal leave shall be used for bereavement not covered by sick leave.

311 Jury Duty

Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees will be compensated for jury duty consistent with state law. Employees in an eligible classification may request up to 2 weeks of paid jury duty leave over any 1 year period.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Employee classifications that qualify for paid jury duty leave are:

- All employees

Legal leave for jury duty shall be provided for an employee. An application for such leave shall be made on a personal leave request form with a copy of the summons attached. The leave shall not be deducted from sick, personal, or professional leave. An employee shall be permitted to accept remuneration for jury duty, and this will not interfere with his/her regular pay. If a substitute is necessary, the salary shall be the responsibility of the school system.

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off (for example, vacation benefits) or may request an unpaid jury duty leave of absence.

Either Dekalb Academy of Technology & Environment or the employee may request an excuse from jury duty if, in Dekalb Academy of Technology & Environment's judgment, the employee's absence would create serious operational difficulties.

Dekalb Academy of Technology & Environment will continue to provide health insurance benefits until the end of the month in which the unpaid jury duty leave begins. At that time, employees will become responsible for the full costs of these benefits if they wish coverage to continue. When the employee returns from jury duty, benefits will again be provided by Dekalb Academy of Technology & Environment according to the applicable plans.

Vacation, sick leave, and holiday benefits will continue to accrue during unpaid jury duty leave.

312 Witness Duty
Effective Date: 11/1/2009

Legal leave shall be provided for an employee to testify in a case arising out of his/her duties in the school, i.e. the reporting of child abuse. At the Headmaster’s discretion, legal leave may also be provided for an employee who is subpoenaed as a witness for a matter in which the employee has not personal financial interest.

Application for legal leave shall be made on a personal leave request form with a copy of the summons attached. The leave shall not be deducted from sick, personal, or professional leave. If a substitute is necessary, the salary shall be the responsibility of the school system.

Each employee shall receive two professional leave days per school year.

If employees have been subpoenaed or otherwise requested to testify as witnesses by Dekalb Academy of Technology & Environment, they will receive paid time off for the entire period of witness duty.

Employees will be granted unpaid time off to appear in court as a witness when requested by a party other than Dekalb Academy of Technology & Environment. Employees are free to use any available paid leave benefit (such as vacation leave) to receive compensation for the period of this absence.

313 Benefits Continuation (COBRA)
Effective Date: 8/1/2010

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under Dekalb Academy of Technology & Environment's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at Dekalb Academy of Technology & Environment's group rate plus an administration fee. Dekalb Academy of Technology & Environment provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under Dekalb Academy of Technology & Environment's health insurance plan. The notice contains important information about the employee's rights and obligations.

324 Employee Assistance Program
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment cares about the health and well-being of its employees and recognizes that a variety of personal problems can disrupt their personal and work lives. Although employees may solve their problems either on their own or with the help of family and friends, sometimes employees need professional assistance and advice.

Through the Employee Assistance Program (EAP), Dekalb Academy of Technology & Environment provides confidential access to professional counseling services for help in confronting such personal problems as alcohol and other substance abuse, marital and family difficulties, financial or legal troubles, and emotional distress. The EAP is available to all employees and their immediate family members offering problem assessment, short-term counseling, and referral to appropriate community and private services.

The EAP is strictly confidential and is designed to safeguard the employees' privacy and rights. Information given to the EAP counselor may be released only if requested by the employee in writing. All counselors are guided by a Professional Code of Ethics.

Personal information concerning employee participation in the EAP is maintained in a confidential manner. No information related to an employee's participation in the program is entered into the personnel file.

There is no cost for employees to consult with an EAP counselor. If further counseling is necessary, the EAP counselor will outline community and private services available. The counselor will also let employees know whether any costs associated with private services may be covered by their health insurance plan. Costs that are not covered are the responsibility of the employee.

Minor concerns can become major problems if you ignore them. No issue is too small or too large, and a professional counselor is available to help you when you need it. Call the EAP at (888) 231-7015 to contact an EAP counselor 24 hours a day, 7 days a week.

401 Timekeeping
Effective Date: 11/1/2009

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require Dekalb Academy of Technology & Environment to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

Nonexempt employees should accurately record the time they begin and end their work, as well as the beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. Overtime work must always be approved before it is performed.

Nonexempt employees should not report to work prior to their scheduled starting time nor stay after their scheduled stop time without expressed, prior authorization from their supervisor.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

If corrections or modifications are made to the time record, both the employee and the supervisor must verify the accuracy of the changes by initialing the time record.

403 Paydays
Effective Date: 11/1/2009

All employees are paid semimonthly on the 15th and last day of the month. Each paycheck will include earnings for all work performed through the end of the previous payroll period.

In the event that a regularly scheduled payday falls on a day off such as a weekend or holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during an employee's vacation, the employee's paycheck will be available upon his or her return from vacation.

All employees must have pay directly deposited into their bank accounts. Employees will receive an itemized statement of wages when Dekalb Academy of Technology & Environment makes direct deposits.

405 Employment Termination
Effective Date: 11/1/2009

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee.
- Discharge - involuntary employment termination initiated by the organization.
- Layoff - involuntary employment termination initiated by the organization for nondisciplinary reasons.
- Retirement - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

Dekalb Academy of Technology & Environment will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to Dekalb Academy of Technology & Environment, or return of Dekalb Academy of Technology & Environment-owned property. Suggestions, complaints, and questions can also be voiced.

Since employment with Dekalb Academy of Technology & Environment is based on mutual consent, both the employee and Dekalb Academy of Technology & Environment have the right to terminate employment at will, with or without cause, at any time.

408 Pay Advances
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment does not provide pay advances on unearned wages to employees.

409 Administrative Pay Corrections
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of your Supervisor at Dekalb Academy of Technology & Environment so that corrections can be made as quickly as possible.

410 Pay Deductions and Setoffs
Effective Date: 11/1/2009

The law requires that Dekalb Academy of Technology & Environment make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. Dekalb Academy of Technology & Environment also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." Dekalb Academy of Technology & Environment matches the amount of Social Security taxes paid by each employee.

Eligible employees may voluntarily authorize deductions from their paychecks to cover the cost of any voluntary programs offered by your employer.

Pay setoffs are pay deductions taken by Dekalb Academy of Technology & Environment, usually to help pay off a debt or obligation to Dekalb Academy of Technology & Environment or others and will be made where applicable in compliance with federal and state law.

If you have questions concerning why deductions were made from your paycheck or how they were calculated, your supervisor can assist in having your questions answered.

480 Compensation
Effective Date: 11/1/2009

It is the practice and policy of Dekalb Academy of Technology & Environment to accurately compensate employees and to do so in compliance with all applicable state and federal laws.

Review Your Pay Check
We make every effort to ensure our employees are paid correctly. Occasionally, however, inadvertent mistakes can happen. When mistakes do happen and are called to our attention, we will promptly make any corrections necessary. Please review your pay check when you receive it to make sure it is correct. If you believe a mistake has occurred, or you have any questions please use the reporting procedure outlined below.

Non-exempt Employees
If you are classified as a non-exempt employee, you must maintain a record of the total hours you work each day. You must accurately record your hours in accordance with Dekalb Academy of Technology & Environment’s time keeping procedures. Your time record must accurately reflect all regular and overtime hours worked, any absences, late arrivals, early departures, and meal breaks. Employees are prohibited from performing any “off-the-clock” work. “Off-the-clock” work means work you may perform but fail to report. Any employee who fails to report or inaccurately reports any hours worked will be subject to disciplinary action, up to and including discharge.

It is a violation of company policy for any employee to falsify or alter his or her or another employee's time. It is also a serious violation of company policy for any employee or manager to instruct another employee to incorrectly or falsely report hours. If any manager or employee instructs you to: 1) incorrectly or falsely under- or over-report your hours worked; or 2) alter another employee's time records to inaccurately or falsely report that employee's hours worked, you should report it immediately to your supervisor.

Exempt Employees
If you are classified as an exempt, salaried employee, you will receive a set salary which is intended to compensate you for any hours you may work. This salary will be established at the time of hire or when you become classified as an exempt employee. The salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work you perform.

Under federal and state law, your salary is subject to certain deductions. For example, absent contrary state law requirements, your **salary** may be reduced for the following reasons:

- Full day absences for personal reasons,
- Full day absences for sickness or disability, if Dekalb Academy of Technology & Environment has a sickness or disability policy that provides for wage replacement benefits and you have exhausted or have not yet accrued enough leave time.
- Full day disciplinary suspensions for infractions of our written policies and procedures.
- Family and Medical Leave absences (either full or partial day absences).
- To offset amounts received as payment for jury and witness fees or military pay.
- The first or last week of employment in the event you work less than a full week.

Your salary may also be reduced for certain types of deduction such as your portion of health, dental, or life insurance premiums; state, federal, or local taxes, social security or voluntary contributions to a 401(k) or pension plan.

Your **salary will not** be reduced for any of the following reasons:

- Partial day absences for personal reasons, sickness or disability.
- Absences for jury duty, attendance as a witness or military leave in any week in which you have performed any work.
- Any other deductions prohibited by state or federal law.
- **Please note, it is not an improper de duction to reduce an employee's accrued vacation, personal or other forms of paid time off fro m an employee's leav e bank for full or partial day absen ces for personal reasons, or for sic kness or disabilit y if the employer has a sickness or disability po licy that pro vides for w age replacement benefits.**

Should you have any questions with respect to Dekalb Academy of Technology & Environment's policy, please contact your immediate supervisor.

To Report Concerns or Obtain More Information
If you have questions about deductions from your pay, please contact Human Resources. If you believe you have been subject to any improper deductions, you should immediately report the matter to your supervisor or any other supervisor in the company with whom you feel comfortable.

Every report will be fully investigated and corrective action will be taken where appropriate, up to and including discharge for any employee(s) who violate this policy. In addition, we will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including discharge.

Please note that where state law is more generous to employees, the state law will be followed.

501 Safety
Effective Date: 11/1/2009

To assist in providing a safe and healthful work environment for employees, customers, and visitors, Dekalb Academy of Technology & Environment has established a workplace safety program. This program is a top priority for Dekalb Academy of Technology & Environment. Its success depends on the alertness and personal commitment of all.

Dekalb Academy of Technology & Environment provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Some of the best safety improvement ideas come from employees. Those with ideas, concerns, or suggestions for improved safety in the workplace are encouraged to raise them with their supervisor, or with another supervisor or manager. Reports and concerns about workplace safety issues may be made anonymously if the employee wishes. All reports can be made without fear of reprisal.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must comply with all occupational safety and health standards and regulations established by the Occupational Safety and Health Act and state and local regulations. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards, who cause hazardous or dangerous situations, or who fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including suspension and/or termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the appropriate supervisor. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

502 Work Schedules
Effective Date: 11/1/2009

The Headmaster will advise employees of the times their schedules will normally begin and end. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week.

504 Use of Telephones
Effective Date: 11/1/2009

Employees may be required to reimburse Dekalb Academy of Technology & Environment for any charges resulting from their personal use of the telephone.

To ensure effective telephone communications, employees should always use the approved greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

505 Smoking
Effective Date: 8/1/2010

In keeping with Dekalb Academy of Technology & Environment's intent to provide a safe and healthful work environment, smoking is prohibited throughout the workplace. Violations of this policy may result in civil fines by state or local enforcement agencies and will lead to discipline up to and including termination of employment.

This policy applies equally to all employees, customers, and visitors.

506 Meal Periods
Effective Date: 11/1/2009

All full-time employees are provided with one meal period of 30 minutes in length each workday. Supervisors will schedule meal periods to accommodate operating requirements. Employees will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time.

508 Use of Equipment and Vehicles
Effective Date: 11/1/2009

Equipment and vehicles essential in accomplishing job duties are expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines.

Please notify the supervisor if any equipment, machines, tools, or vehicles appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. The supervisor can answer any questions about an employee's responsibility for maintenance and care of equipment or vehicles used on the job.

The improper, careless, negligent, destructive, or unsafe use or operation of equipment or vehicles, as well as excessive or avoidable traffic and parking violations, can result in disciplinary action, up to and including termination of employment.

510 Emergency Closings
Effective Date: 11/1/2009

At times, emergencies such as severe weather, fires, power failures, or earthquakes, can disrupt company operations. In extreme cases, these circumstances may require the closing of a work facility.

When operations are officially closed due to emergency conditions, the time off from scheduled work will be paid.

In cases where an emergency closing is not authorized, employees who fail to report for work will not be paid for the time off. Employees may request available paid leave time such as unused vacation benefits.

514 Visitors in the Workplace
Effective Date: 11/1/2009

To provide for the safety and security of employees and the facilities at Dekalb Academy of Technology & Environment, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee welfare, and avoids potential distractions and disturbances.

All visitors should enter Dekalb Academy of Technology & Environment at the main entrance. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on Dekalb Academy of Technology & Environment's premises, employees should immediately notify their supervisor or, if necessary, direct the individual to the main entrance.

516 Computer and Email Usage
Effective Date: 11/1/2009

Computers, computer files, the email system, and software furnished to employees are Dekalb Academy of Technology & Environment property intended for business use. Employees should not use a password, access a file, or retrieve any stored communication without authorization. To ensure compliance with this policy, computer and email usage may be monitored.

Dekalb Academy of Technology & Environment strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, Dekalb Academy of Technology & Environment prohibits the use of computers and the email system in ways that are disruptive, offensive to others, or harmful to morale.

For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

Email may not be used to solicit others for commercial ventures, religious or political causes, outside organizations, or other nonbusiness matters.

Dekalb Academy of Technology & Environment purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, Dekalb Academy of Technology & Environment does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. Dekalb Academy of Technology & Environment prohibits the illegal duplication of software and its related documentation.

Employees should notify their immediate supervisor, the Headmaster or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

517 Internet Usage
Effective Date: 11/1/2009

Internet access to global electronic information resources on the World Wide Web is provided by Dekalb Academy of Technology & Environment to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

All Internet data that is composed, transmitted, or received via our computer communications systems is considered to be part of the official records of Dekalb Academy of Technology & Environment and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet email messages and other transmissions is accurate, appropriate, ethical, and lawful.

The equipment, services, and technology provided to access the Internet remain at all times the property of Dekalb Academy of Technology & Environment. As such, Dekalb Academy of Technology & Environment reserves the right to monitor Internet traffic, and retrieve and read any data composed, sent, or received through our online connections and stored in our computer systems.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not gotten authorization for its use, it should not be put on the Internet. Employees are also responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

Abuse of the Internet access provided by Dekalb Academy of Technology & Environment in violation of law or Dekalb Academy of Technology & Environment policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Using the organization's time and resources for personal gain
- Stealing, using, or disclosing someone else's code or password without authorization
- Copying, pirating, or downloading software and electronic files without permission
- Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Violating copyright law
- Failing to observe licensing agreements
- Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Sending or posting messages or material that could damage the organization's image or reputation
- Participating in the viewing or exchange of pornography or obscene materials
- Sending or posting messages that defame or slander other individuals
- Attempting to break into the computer system of another organization or person
- Refusing to cooperate with a security investigation
- Sending or posting chain letters, solicitations, or advertisements not related to business purposes or activities

- Using the Internet for political causes or activities, religious activities, or any sort of gambling
- Jeopardizing the security of the organization's electronic communications systems
- Sending or posting messages that disparage another organization's products or services
- Passing off personal views as representing those of the organization
- Sending anonymous email messages
- Engaging in any other illegal activities

518 Workplace Monitoring
Effective Date: 11/1/2009

Workplace monitoring may be conducted by Dekalb Academy of Technology & Environment to ensure quality control, employee safety, security, and customer satisfaction.

Employees who regularly communicate with customers via the telephone may have their conversations monitored or recorded. Telephone monitoring is used to identify and correct performance problems through targeted training. Improved job performance enhances our customers' image of Dekalb Academy of Technology & Environment as well as their satisfaction with our service.

Computers furnished to employees are the property of Dekalb Academy of Technology & Environment. As such, computer usage and files, including e-mail usage and related files, may be monitored or accessed.

Because Dekalb Academy of Technology & Environment is sensitive to the legitimate privacy rights of employees, every effort will be made to conduct workplace monitoring in an ethical and respectful manner.

519 Social Security Number Privacy
Effective Date: 11/1/2009

Officers and employees are permitted to access and use certain personal information, such as Social Security Numbers, only as necessary and appropriate for such persons to carry out their assigned tasks for Dekalb Academy of Technology & Environment and in accordance with Dekalb Academy of Technology & Environment’s policy.

The unauthorized access, viewing, use, disclosure, or the intentional public display of such information and the unauthorized removal of documents from Dekalb Academy of Technology & Environment’s premises that contain social security number information is prohibited and can result in discipline up to and including termination of employment.

If you come into contact with Social Security Numbers or other sensitive personal information without authorization from Dekalb Academy of Technology & Environment or under circumstances outside of your assigned tasks, you may not use or disclose the information further, but must contact your supervisor and turn over to him or her all copies of the information in whatever form.

When necessary, documents containing social security information will be properly destroyed through shredding or other means prior to disposal to ensure confidential social security information is not disclosed.

For more information about whether and under what circumstances you may have access to this information, review your job description or contact your supervisor.

522 Workplace Violence Prevention
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, Dekalb Academy of Technology & Environment has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of Dekalb Academy of Technology & Environment unless contrary to state law.

Conduct that threatens, intimidates, or coerces another employee, a customer, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's protected status.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, as well as threats by customers, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

All suspicious individuals or activities should also be reported as soon as possible to a supervisor. Do not place yourself in peril. If you see or hear a commotion or disturbance near your work station, do not try to intercede or see what is happening.

Dekalb Academy of Technology & Environment will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, Dekalb Academy of Technology & Environment may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including suspension or termination of employment.

Dekalb Academy of Technology & Environment encourages employees to bring their disputes or differences with other employees to the attention of their supervisors or the Headmaster before the situation escalates into potential violence. Dekalb Academy of Technology & Environment is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

526 Cell Phone Usage
Effective Date: 11/1/2009

If you are provided a cellular phone by Dekalb Academy of Technology & Environment it is provided to you as a business tool only. Cellular phones are provided to assist employees in communicating with management and other employees, their clients, associates, and others with whom they may conduct business. Cell phone use is intended for business-related calls only and personal calls are not permitted. Cell phone invoices may be regularly monitored.

Whether the cellular phone is provided by Dekalb Academy of Technology & Environment or the employee is using his or her own phone, employees who have access to a cell phone while in their cars should remember that their primary responsibility is driving safely and obeying the rules of the road. Employees are prohibited from using cell phones to conduct business while driving and should safely pull off the road and come to a complete stop before dialing or talking on the phone.

As a representative of Dekalb Academy of Technology & Environment, cell phone users are reminded that the regular business etiquette employed when speaking from office phones or in meetings applies to conversations conducted over a cell phone.

601 Family and Medical Leave of Absence (FMLA)
Effective Date: 8/1/2010

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact the Human Resources Department

I. Employees Eligible for FMLA Leave

FMLA leave is available to "eligible employees". To be an "eligible employee", an employee must: (1) have been employed by Dekalb Academy of Technology & Environment for at least 12 months (which need not be consecutive); (2) have been employed by Dekalb Academy of Technology & Environment for at least 1250 hours of service during the 12 month period immediately preceding the commencement of the leave; and (3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

The determination of whether an employee has worked for Dekalb Academy of Technology & Environment for at least 1,250 hours in the past 12 months and has been employed by Dekalb Academy of Technology & Environment for a total of at least 12 months must be made as of the date the FMLA leave is to start. If employees are on "non-FMLA leave" at the time they meet the FMLA eligibility requirements, only that portion of leaves taken for FMLA-qualifying reasons after they meet the FMLA eligibility requirements would be designated as "FMLA leave."

Whether 50 employees are employed within 75 miles to ascertain an employee's eligibility for FMLA benefits is determined when the employee gives notice of the need for leave. Whether the leave is to be taken at one time or on an intermittent or reduced leave schedule basis, once an employee is determined eligible for a particular leave, the employee's eligibility for that specific leave is not affected by any subsequent change in the number of employees employed at or within 75 miles of the employee's worksite.

When an employee requests FMLA leave, or when Dekalb Academy of Technology & Environment acquires knowledge that an employee's leave may be for an FMLA-qualifying reason, Dekalb Academy of Technology & Environment must notify the employee of the employee's eligibility to take FMLA leave within five business days, absent extenuating circumstances. Employee eligibility is determined (and notice will be provided) at the commencement of the first instance of leave for each FMLA-qualifying reason in the applicable 12-month period. All FMLA absences for the same qualifying reason are considered a single leave and employee eligibility as to that reason for leave does not change during the applicable 12-month period.

II. Employee Entitlements for FMLA Leave

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

A. Basic FMLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12 month period. The 12 month period is determined upon a 12 month academic calendar school year as stipulated by Dekalb Academy of Technology & Environment guidelines of employment. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son, daughter or parent (but not in-law) who has a **serious health condition**;
- For the employee's own **serious health condition** (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or

- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, son, daughter or parent is a covered military member on active duty or has been notified of an impending call or order to active duty status in the National Guard or Reserves in support of contingency operation.

A **serious health condition** is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

When, during the "single 12-month period", leave qualifies as both leave to care for a covered servicemember and leave to care for a family member with a serious health condition, Dekalb Academy of Technology & Environment will designate such leave as leave to care for a covered servicemember in the first instance and such leave shall not be designated and counted as both leave to care for a covered servicemember and leave to care for a family member with a serious health condition. As is the case with other FMLA leave, Dekalb Academy of Technology & Environment may retroactively designate leave as leave to care for a covered servicemember.

A **"covered servicemember"** means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is on the temporary retired list, for a serious injury or illness. A member of the Armed Forces would have a serious injury or illness if he/she has incurred an injury or illness in the line of duty while on active duty in the Armed Forces provided that the injury or illness may render the servicemember medically unfit to perform duties of the member's office, grade, rank or rating.

A "**covered veteran** " means a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. A covered veteran would have a serious injury or illness if he/she has incurred a qualifying injury or illness in line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Spouses Employed by the Same Worksite Employer

Spouses employed by the same Worksite Employer are limited to a combined total of 26 workweeks in a single 12-month period if the leave is to care for a covered servicemember or veteran with a serious injury or illness, and to a combined total of 12 workweeks in a 12-month period if the leave is taken for the birth and care of a newborn child, for placement of a child for adoption or foster care, or to care for a parent who has a serious health condition.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

D. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued to work.

E. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause Dekalb Academy of Technology & Environment substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. Dekalb Academy of Technology & Environment will notify employees if they qualify as "key employees", if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

F. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from Dekalb Academy of Technology & Environment telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) Dekalb Academy of Technology & Environment's designation of leave as FMLA-qualifying or non-qualifying, if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

Dekalb Academy of Technology & Environment may retroactively designate leave as FMLA leave with appropriate written notice to employees provided Dekalb Academy of Technology & Environment's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, Dekalb Academy of Technology & Environment and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify Dekalb Academy of Technology & Environment of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform Human Resources of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow Dekalb Academy of Technology & Environment to determine that the leave is FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or
-
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to Dekalb Academy of Technology & Environment's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which Dekalb Academy of Technology & Environment has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide Dekalb Academy of Technology & Environment notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees who fail to give 30 days notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

Employees must also follow Dekalb Academy of Technology & Environment's usual and customary notice and procedural requirements when requesting FMLA leave, absent unusual circumstances. If employees fail to comply with these requirements, and no unusual circumstances justify the failure to comply, FMLA leave may be delayed or denied provided that employees have not otherwise provided timely notice as required by the FMLA regulations.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers To Alternative Pos itions) a nd Intermitten t Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with Dekalb Academy of Technology & Environment and make a reasonable effort to schedule treatment so as not to unduly disrupt Dekalb Academy of Technology & Environment's operations, subject to the approval of an employee's health care provider. Employees must consult with Dekalb Academy of Technology & Environment prior to the scheduling of treatment to work out a treatment schedule which best suits the needs of both Dekalb Academy of Technology & Environment and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, Dekalb Academy of Technology & Environment may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, Dekalb Academy of Technology & Environment may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise Dekalb Academy of Technology & Environment of the reason why such leave is medically necessary. In such instances, Dekalb Academy of Technology & Environment and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting Dekalb Academy of Technology & Environment's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leav e(Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification**, and a **return to work/fitness for duty certification**.

It is the employee's responsibility to provide Dekalb Academy of Technology & Environment with timely, complete and sufficient medical certifications. Whenever Dekalb Academy of Technology & Environment requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after Dekalb Academy of Technology & Environment's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. Dekalb Academy of Technology & Environment shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. Dekalb Academy of Technology & Environment will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, Dekalb Academy of Technology & Environment (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide Dekalb Academy of Technology & Environment with authorization allowing it to clarify or authenticate certifications with health care providers, Dekalb Academy of Technology & Environment may deny FMLA leave if certifications are unclear.

Whenever Dekalb Academy of Technology & Environment deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If Dekalb Academy of Technology & Environment has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at Dekalb Academy of Technology & Environment's expense. If the opinions of the initial and second health care providers differ, Dekalb Academy of Technology & Environment may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by Dekalb Academy of Technology & Environment and the employee.

Dekalb Academy of Technology & Environment shall provide employees with copies of second or third medical opinions, upon request by employees. Requested copies shall be provided to employees within five business days unless extenuating circumstances prevent such action.

Dekalb Academy of Technology & Environment will reimburse employees or family members for any reasonable "out of pocket" travel expenses incurred to obtain second or third medical opinions. Except in very rare circumstances, Dekalb Academy of Technology & Environment will not require employees or family members to travel outside normal commuting distance for purposes of obtaining second or third medical opinions.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, Dekalb Academy of Technology & Environment may require employees to provide recertification of medical conditions giving rise to the need for leave. Dekalb Academy of Technology & Environment will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

Generally, Dekalb Academy of Technology & Environment may request medical certification no more often than every thirty days and only in connection with an employee's absence. If medical certification indicates the minimum duration of the condition is more than 30 days, Dekalb Academy of Technology & Environment will wait until that minimum duration expires before requesting medical recertification. In all cases, Dekalb Academy of Technology & Environment may request recertification of a medical condition every six months in connection with an employee's absence.

Dekalb Academy of Technology & Environment may request certification in less than 30 days, or before the minimum duration of the condition has elapsed, if: a) employees request extensions of leaves; b) circumstances described by the previous certification have changed significantly (e.g., the duration or frequency of the absence, the nature or severity of the illness, complications, etc.); or c) Dekalb Academy of Technology & Environment receives information casting doubt upon an employee's stated reason for the absence or the continuing validity of a certification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide Dekalb Academy of Technology & Environment medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. Dekalb Academy of Technology & Environment may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military members, Dekalb Academy of Technology & Environment may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, Dekalb Academy of Technology & Environment may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, Dekalb Academy of Technology & Environment may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA Leave

Employees must use any accrued paid time while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement.

F. Pay Employee's Share on Health Insurance Premiums

As noted above, during FMLA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. Unless Dekalb Academy of Technology & Environment notifies employees of other arrangements, whenever employees are receiving pay from Dekalb Academy of Technology & Environment during FMLA leave, Dekalb Academy of Technology & Environment will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working. If FMLA leave is unpaid, employees must pay their portion of the group health premium through the end of the leave.

G. Report Periodically Concerning Intent to Return to Work

Employees must contact Dekalb Academy of Technology & Environment periodically regarding their status and intention to return to work at the end of the FMLA leave period.

V. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult Dekalb Academy of Technology & Environment's other leave policies in this handbook or contact Human Resources.

VI. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact Human Resources. Dekalb Academy of Technology & Environment is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Human Resources Department immediately. Dekalb Academy of Technology & Environment will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

Additional Definitions:

"Spouse" means a husband or wife as defined or recognized under State law for purposes of marriage in the State where the employee resides, including common law marriage in States where it is recognized.

"Parent" means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter as defined in paragraph (c) of this section. This term does not include parents "in law."

"Son or daughter" means, for purposes of FMLA leave taken for birth or adoption, or to care for a family member with a serious health condition, a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and "incapable of self-care because of a mental or physical disability" at the time that FMLA leave is to commence.

"Incapable of self-care" means that the individual requires active assistance or supervision to provide daily self-care in three or more of the "activities of daily living" (ADLs) or "instrumental activities of daily living" (IADLs). Activities of daily living include adaptive activities such as caring appropriately for one's grooming and hygiene, bathing, dressing and eating. Instrumental activities of daily living include cooking, cleaning, shopping, taking public transportation, paying bills, maintaining a residence, using telephones and directories, using a post office, etc.

"**Physical or mental disability"** means a physical or mental impairment that substantially limits one or more of the major life activities of an individual. Regulations at 29 CFR 1630.2(h), (i), and (j), issued by the Equal Employment Opportunity Commission under the Americans with Disabilities Act (ADA), 42 U.S.C. 12101 et seq., define these terms.

Persons who are **"in loco parentis"** include those with day-to-day responsibilities to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.

"Adoption" means legally and permanently assuming the responsibility of raising a child as one's own. The source of an adopted child (e.g., whether from a licensed placement agency or otherwise) is not a factor in determining eligibility for FMLA leave. **[See FMLA Regs . § 825.121 for rules governing leave for adoption]**

"Foster care" is 24-hour care for children in substitution for, and away from, their parents or guardian. Such placement is made by or with the agreement of the State as a result of a voluntary agreement between the parent or guardian that the child be removed from the home, or pursuant to a judicial determination of the necessity for foster care, and involves agreement between the State and foster family that the foster family will take care of the child. Although foster care may be with relatives of the child, State action is involved in the removal of the child from parental custody.

"Son or daughter on active duty or call to active duty status" means the employee's biological, adopted, or foster child, stepchild, legal ward, or a child for whom the employee stood in loco parentis, who is on active duty or call to active duty status, and who is of any age.

"Son or daughter of a covered servicemember" means the servicemember's biological, adopted, or foster child, stepchild, legal ward, or a child for whom the servicemember stood in loco parentis, and who is of any age.

"Parent of a covered servicemember" means a covered servicemember's biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered servicemember. This term does not include parents "in law."

"Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made, and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

"Health Care Provider" means: (1) A doctor of medicine or osteopathy who is authorized to practice medicine or surgery (as appropriate) by the State in which the doctor practices; (2) podiatrists, dentists, clinical psychologists, optometrists, chiropractors (limited treatment consisting of manual manipulation of the spine to correct a subluxation as demonstrated by x-Ray to exist) authorized to practice under the State law and performing within the scope of their practice as defined by State law; (3) nurse practitioners, nurse-midwives, clinical social workers and physician assistants authorized under State law and performing within the scope of their practice as defined by State law; (4) Christian Science practitioners (may be required to submit to second or third certification through examination - not treatment of a health care provider); (5) any other health care provider from whom the employer or the employee's group health plan benefits manager will accept certification of the existence of a serious health condition to substantiate a claim for benefits; and (7) a health care provider who practices in a country other than the United States who is authorized to practice in accordance with the laws of that country and is performing within the scope of his or her practice as defined under such law.

For purposes of leave taken to care for a covered servicemember, any one of the following health care providers may complete such a certification: (1) a United States Department of Defense ("DOD") health care provider; (2) a United States Department of Veterans Affairs ("VA") health care provider; (3) a DOD TRICARE network authorized private health care provider; or (4) a DOD non-network TRICARE authorized private health care provider.

605 Military Leave
Effective Date: 11/1/2009

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable. The employee who is subject to such military duty shall provide the Headmaster a copy of the official military orders and a request for such leave.

In the event the governor declares an emergency and orders an employee to state active duty as a member of the National Guard, the employee shall be paid full salary or other compensation for a period not exceeding 30 days in any one calendar year or in any one continuous period of such state active duty service.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Contact the Head Master/CEO for more information or questions about military leave.

607 Pregnancy-Related Absences
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment will not discriminate against any employee who requests an excused absence for medical disabilities associated with pregnancy. Such leave requests will be evaluated according to the medical leave policy provisions outlined in this Employee Handbook and all applicable federal and state laws.

Requests for time off associated with pregnancy and/or childbirth, such as bonding and child care, not related to medical disabilities for those conditions will be considered in the same manner as other requests for unpaid family or personal leave.

701 Employee Conduct and Work Rules
Effective Date: 11/1/2009

To ensure orderly operations and provide the best possible work environment, Dekalb Academy of Technology & Environment expects employees to follow rules of conduct that will protect the interests and safety of all employees and the organization.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment:

- Supplying false or misleading information when applying for employment or during employment

- Personal use of company gas or credit cards
- Theft or inappropriate removal or possession of property
- Falsification of timekeeping records
- Working under the influence of alcohol or illegal drugs
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs or abuse of prescription drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
- Failure or refusal to submit or consent to a required alcohol or drug test
- Fighting or threatening violence in the workplace
- Boisterous or disruptive activity in the workplace
- Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Insubordination or other disrespectful conduct
- Engaging in unethical or illegal conduct
- Having a conflict of interest
- Violation of safety or health rules
- Smoking in prohibited areas
- Sexual or other unlawful or unwelcome harassment
- Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Excessive absenteeism or tardiness or any absence without notice
- Unauthorized absence from work station during the workday
- Unauthorized use of telephones, mail system, or other employer-owned equipment
- Unauthorized disclosure of business "secrets" or confidential proprietary information
- Conduct that reflects adversely upon you or Dekalb Academy of Technology & Environment
- Making or publishing false or malicious statements concerning an employee, supplier, client, or Dekalb Academy of Technology & Environment
- Violation of personnel policies
- Unsatisfactory performance or conduct or performance or conduct that does not meet the requirements of the position
- Other circumstances which warrant discipline

Employment with Dekalb Academy of Technology & Environment is at the mutual consent of Dekalb Academy of Technology & Environment and the employee, and either party may terminate that relationship at any time, with or without cause, and with or without advance notice.

702 Drug and Alcohol Use
Effective Date: 11/1/2009

It is Dekalb Academy of Technology & Environment's desire to provide a drug-free, healthful, and safe workplace. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a safe and satisfactory manner.

While on Dekalb Academy of Technology & Environment's premises and while conducting business-related activities off Dekalb Academy of Technology & Environment's premises, no employee may use, possess, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, and/or required participation in a substance abuse rehabilitation or treatment program. Such violations may also have legal consequences.

703 Sexual and Other Unlawful Harassment
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Department Manager or any other member of management. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation.

Any employee who becomes aware of possible sexual or other unlawful harassment must immediately advise the Headmaster or any member of management so it can be investigated in a timely and confidential manner. Upon completion of the investigation, if necessary, corrective measures will be taken. These measures may include, but are not limited to: training, counseling, warning, suspension, or immediate dismissal. Anyone, regardless of position or title, found through investigation to have engaged in improper harassment will be subject to discipline up to and including discharge.

Dekalb Academy of Technology & Environment prohibits any form of discipline or retaliation for reporting in good faith the incidents of harassment in violation of this policy, pursuing any such claim or cooperating in the investigation of such reports.

704 Attendance and Punctuality
Effective Date: 11/1/2009

To maintain a safe and productive work environment, Dekalb Academy of Technology & Environment expects employees to be reliable and to be punctual in reporting for scheduled work. You are also expected to take your lunch/meal times within the time limits set by your supervisor. Absenteeism and tardiness place a burden on other employees and on Dekalb Academy of Technology & Environment. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment.

705 Personal Appearance
Effective Date: 11/1/2009

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image Dekalb Academy of Technology & Environment presents to customers and visitors.

DeKalb Academy of Technology and Environment employees should always portray a professional image with the school attire, which shall be the chosen employee school uniform. School officials will select the school uniform. Any deviance from the uniform and its wear will result in warning followed by administrative reprimand.

Men: Khaki Pants and White Shirt **Women:** Khaki Pants/Skirt and or Dress and White Blouse Blazers: Should be worn on selected days appointed by Headmaster/Headmaster.

Your supervisor or department head is responsible for establishing a reasonable dress code appropriate to the job you perform. Consult your supervisor if you have questions as to what constitutes appropriate appearance. Where necessary, reasonable accommodation may be made to a person with a disability.

706 Return of Property
Effective Date: 11/1/2009

Employees are responsible for all Dekalb Academy of Technology & Environment property, materials, or written information issued to them or in their possession or control.

All Dekalb Academy of Technology & Environment property must be returned by employees on or before their last day of work. Where permitted by applicable laws, Dekalb Academy of Technology & Environment may withhold from the employee's check or final paycheck the cost of any items that are not returned when required. Dekalb Academy of Technology & Environment may also take all action deemed appropriate to recover or protect its property.

708 Resignation
Effective Date: 11/1/2009

Resignation is a voluntary act initiated by the employee to terminate employment with Dekalb Academy of Technology & Environment. Although advance notice is not required, Dekalb Academy of Technology & Environment requests at least 2 weeks' written resignation notice from all employees.

710 Security Inspections
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment wishes to maintain a work environment that is free of illegal drugs, alcohol, firearms, explosives, or other improper materials. To this end, Dekalb Academy of Technology & Environment prohibits the possession, transfer, sale, or use of such materials on its premises. Dekalb Academy of Technology & Environment requires the cooperation of all employees in administering this policy.

While on Dekalb Academy of Technology & Environment premises, employees have no expectation of privacy in their belongings or in workplace areas which include, but are not limited to, offices, cubicles, work locations, Company provided or designated parking areas, desks, computers, lockers, rest or eating areas, or vehicles engaged in Company operations, and any personal belongings on or in any of the above.

Desks, lockers, and other storage devices may be provided for the convenience of employees but remain the sole property of Dekalb Academy of Technology & Environment. Accordingly, they, as well as any articles found within them, can be inspected by any agent or representative of Dekalb Academy of Technology & Environment at any time, either with or without prior notice.

Dekalb Academy of Technology & Environment likewise wishes to discourage theft or unauthorized possession of the property of employees, Dekalb Academy of Technology & Environment, visitors, and customers. To facilitate enforcement of this policy, Dekalb Academy of Technology & Environment or its representative may inspect not only desks and lockers but also persons entering and/or leaving the premises and any packages or other belongings. Any employee who wishes to avoid inspection of any articles or materials should not bring such items onto Dekalb Academy of Technology & Environment's premises.

712 Solicitation
Effective Date: 11/1/2009

In an effort to ensure a productive and harmonious work environment, persons not employed by Dekalb Academy of Technology & Environment may not solicit or distribute literature in the workplace at any time for any purpose.

Dekalb Academy of Technology & Environment recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

In addition, the posting of written solicitations on company bulletin boards is prohibited. Bulletin boards are reserved for official organization communications on such items as:

- Affirmative Action statement
- Postings Required by law
- Employee announcements
- Internal memoranda
- Job openings
- Organization announcements
- Payday notice
- Workers' compensation insurance information
- State disability insurance/unemployment insurance information

714 Drug Testing
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment is committed to providing a safe, efficient, and productive work environment for all employees. Using or being under the influence of drugs on the job may pose serious safety and health risks. To help ensure a safe and healthful working environment, job applicants and employees may be asked to provide body substance samples (such as urine and/or blood) to determine the illicit or illegal use of drugs.

Copies of the drug testing policy will be provided to all employees. Questions concerning this policy or its administration should be directed to the Human Resources Manager.

716 Progressive Discipline
Effective Date: 11/1/2009

The purpose of this policy is to state Dekalb Academy of Technology & Environment's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

Dekalb Academy of Technology & Environment's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Although employment with Dekalb Academy of Technology & Environment is based on mutual consent and both the employee and Dekalb Academy of Technology & Environment have the right to terminate employment at will, with or without cause or advance notice, Dekalb Academy of Technology & Environment may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed: a first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and, still another offense may then lead to termination of employment.

Dekalb Academy of Technology & Environment recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without going through the usual progressive discipline steps.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and Dekalb Academy of Technology & Environment.

800 Life-Threatening Illnesses in the Workplace
Effective Date: 11/1/2009

Employees with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. Dekalb Academy of Technology & Environment supports these endeavors as long as employees are able to meet acceptable performance standards.

Medical information on individual employees is treated confidentially. Dekalb Academy of Technology & Environment will take reasonable precautions to protect such information from inappropriate disclosure. Managers and other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

802 Recycling
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment supports environmental awareness by encouraging recycling and waste management in its business practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

Special recycling receptacles have been set up to promote the separation and collection of the following recyclable materials at Dekalb Academy of Technology & Environment:

- computer paper
- white high grade or bond paper
- mixed or colored paper
- newspaper
- aluminum
- plastics
- printer cartridges

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

Dekalb Academy of Technology & Environment encourages reducing and, when possible, eliminating the use of disposable products. Source reduction decreases the consumption of valuable resources through such workplace practices as:

- communication through computer networks with email
- posting memos for all employees
- reusing paper clips, folders, and binders
- turning off lights when not in use

Whenever possible, employees of Dekalb Academy of Technology & Environment are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, Dekalb Academy of Technology & Environment is helping to solve trash disposal and control problems facing all of us today.

804 Employee Commute Options
Effective Date: 11/1/2009

Dekalb Academy of Technology & Environment recognizes that traffic congestion contributes to air pollution and energy waste. To help reduce congestion and improve air quality, Dekalb Academy of Technology & Environment encourages employee commute options. Finding alternatives for driving alone to work benefits both employees and the environment.

Public transportation is a commute option that reduces traffic and air pollution. Transit riders eliminate the stress of driving and may even have time to read, sleep, or write while commuting.

Carpooling is a convenient option that saves money on commute costs, reduces the stress of driving every day in traffic, and encourages communication with co-workers.

A carpool consists of two or more individuals who share a ride to work. The number of riders may vary, the days the carpool operates may change, the drivers may rotate, and riders may share expenses. The ridesharers determine the rules. Conveniently located parking places are reserved for employees who carpool.

Contact the Headmaster for more information and assistance with employee commute options.

900 Sick Leave/Family and Medical Leave
Effective Date: 11/1/2009

Sick Leave/Family and Medical Leave

An employee shall accumulate leave based on the following formula:

1.00 days for every 30 working days, total 9 days.

The above formula shall be used annually, and no employee shall earn more than 120 hours of leave per year. An employee's total accumulated leave may not exceed 1600 hours at the end of a fiscal year.

A certified employee in the capacity of teacher, student services support personnel, or administrative and supervisory personnel who transfers from one Georgia school system to another shall be credited with any unused leave that accumulates to 45 days or 360 hours. Days/hours available for transfer are those earned after July 1, 1978. Any accumulated leave credited to the employee shall be forfeited if the employee withdraws from service for a period of 12 or more consecutive months.

For absences exceeding those permitted by this policy in a given year, an amount equal to one day's salary for each day's absence shall be deducted from an employee's paycheck.

Sick Leave

Sick leave shall be defined as leave used for an employee's illness, injury, accident, or other disability. Sick leave shall also apply to the absence of an employee due to illness, injury, accident, or other disability of spouse, child, parent, grandparent, grandchild, brother, sister, son-in-law, daughter-in-law, mother-in-law, father-in-law, or any relative living in the employee's home. Sick leave does not include doctor's appointment.

In order to receive his/her salary when sick leave is used, an employee must have accumulated sick leave to cover the number of days requested. If no accumulated sick leave is available, the employee's pay shall be adjusted accordingly. At that time an administrator may require from an employee a doctor's certificate indicating reason for employee's absence and/or employee's ability to return to work.

901 Personal Leave and Long Term Personal Leave

Effective Date: 11/1/2009

Personal Leave and Long Term Personal Leave

3 Personal Days will be granted per year. These days are provided to each employee at the beginning of employment. If personal days are accumulated at the end of the school year, they should be rolled over to medical days. All personal days should be requested 1 week in advance and must require the approval of the Headmaster and a substitute must be secured.

The Headmaster shall take requests for long term personal leave to the Board of Directors on a case by case basis

Except in case of an emergency, the employee shall notify the Headmaster in writing of his/her desire to take long term personal leave at least 60 calendar days prior to the date upon which such leave is to begin. The notice shall be accompanied by anticipated beginning and ending dates of such leave. However, the Board shall finally determine such dates.

An employee on long term personal leave shall retain all benefits accrued prior to the commencement of his/her leave but shall not be eligible to receive any benefits during the leave.

An employee granted long term personal leave is entitled to return to work on the date specified by the board when the leave was granted. In order to return to work, the employee shall make a written request for return and assignment contingent upon a vacancy for which he/she is qualified. Failure to request return and assignment or extension of leave in writing at least 30 days prior to the ending date of the long term personal leave previously set by the Board shall constitute resignation by the employee.

If the request for extension of leave is denied by the Board, failure of the employee to return to work on the date previously set by the Board shall be grounds for termination of employment.

An employee returning from long term personal leave shall be given preference over other applicants for a position for which he/she is qualified.

An employee's return to active employment may be delayed until the beginning of a quarter.

902 Short Term Personal Leave
Effective Date: 11/1/2009

A request for personal leave shall be made to the immediate supervisor no fewer than five days prior to the requested leave. The employee's request shall be subject to the availability of a substitute, if necessary.

When the maximum leave days are not utilized in a contract year, the accumulated days shall remain in the employee's sick leave account. However, this shall not be interpreted to mean that the employee can utilize more than three days (four days for twelve month employees) of personal leave per contract year.

Personal leave shall not be granted for the following days:

1. Pre-planning and post-planning

2. The day before or after a school holiday (Holiday shall be defined as a day, other than Saturday or Sunday, on which school is closed)

3. Staff development or work days scheduled during the school year

Emergency Short Term Personal Leave

The Headmaster may grant emergency short term personal leave at his/her discretion. A separate written request indicating reason for emergency leave shall accompany the personal leave request form when any of the following conditions exist:

1. An emergency which is beyond the employee's control and eliminates his/her ability to abide by the five-day rule.

2. Extenuating circumstances which require the employee's absence in cases ordinarily disallowed under short term personal leave.

Depending upon the urgency of the situation immediate supervisor shall deal with emergency personal leave in any one of the following ways

    1. Allow employee to take emergency leave without penalty as of his/her three personal leave days (four days for twelve month employees)

    2. Allow employee to take personal leave which will count against the three allowable days (four days for 12 month employees) and will reduce his/her pay by the amount of the cost for a substitute teacher for each day absent

    3. Allow employee to take leave without pay for the day(s) requested that will count against his/her three days of personal leave (four days for 12 month employees)

    4. refuse to allow employee to be absent from his/her job

Additional Short Term Personal Leave

The Headmaster may grant up to two days (three days from twelve month employees) of short term personal leave beyond the three personal leave days (four days for twelve month employees) mentioned above at his/her discretion. A separate written request indicating reason shall accompany the personal leave request form. Such request shall be allowed only after the three personal leave days (four days form twelve month employees) have been used and shall be subject to the availability of a substitute, if necessary.

The Headmaster shall deal with additional short term leave in one of the following ways:

1. Allow employee to take additional short term leave which will reduce his/her pay by the amount of a day's salary for each day absent

2. Refuse to allow employee to be absent from his/her job.

903 Legal/Medical/Professional/Personal Leave
Effective Date: 11/1/2009

Professional Leave
Professional-Related Leave

An employee may formally request professional leave at full pay. Leave requested on a professional leave form shall be for professional development activities. Leave requested on a professional-related leave form shall be for professional activities related to job responsibilities such as accompanying students to athletic events, chaperoning students on field trips, consulting, etc.

Each employee shall receive two professional leave days per school year.

After approval by the appropriate supervisor, a request for professional leave or professional-related leave shall be submitted to the Headmaster for approval at least two weeks in advance of the requested activity. Procedures for professional leave and professional-related leave extend to activities scheduled beyond the work day including evenings, weekends, vacations, and non-contracted time if the employee wishes to receive remuneration for the leave. Professional leave under this policy shall not exceed two days per year unless approved by the Headmaster.

If an employee represents the school at a meeting, then 1/2 costs are paid by the academy. If an employee makes a request to attend a meeting and receives approval, at the discretion of the Headmaster effort shall be made to provide one-half the cost of an in-state meeting. All teachers seeking professional development must present an overview to the faculty and staff upon their return

904 Job Descriptions
Effective Date: 8/1/2010

TITLE:	Classroom Teacher
QUALIFICATIONS:	A four-year certificate in the approved teaching field an in-field master's degree within six years of employment Successful student teaching experience or regular teaching experience
REPORTS TO:	Headmaster and Assistant Headmaster
JOB GOAL:	To provide appropriate learning experiences and educational opportunities for each student assigned to the classroom

PERFORMANCE RESPONSIBILITIES:
General

1. Creates an atmosphere in which learning can take place
2. Shows knowledge of developmental needs of children
3. Shows comprehensive knowledge of resources and materials in area or grade level
4. Maintains satisfactory control of students
5. Demonstrates knowledge of instructional equipment and its use
6. Shows awareness of current research and innovative programs and is able to translate into constructive curriculum development for the schools
7. Participates in staff development and college or university study
8. Demonstrates imagination and resourcefulness in teaching
9. Exhibits pride in profession
10. Works cooperatively with parents and community to develop open network of communication which supports the school program
11. Demonstrates knowledge of a variety of teaching methods
12. Demonstrates ability to diagnose student strengths and weaknesses in major cognitive areas
13. Demonstrates ability to diagnose student strengths and weakness in affective domain
14. Observes school calendar, board policies, accrediting standards, state statues involving the school system, and procedures in local faculty handbook
15. Communicates curriculum and instructional matters to parents in a positive and supportive manner as defined by Headmaster
16. Carries out all aspects of teaching duties with students assigned by Headmaster
17. Works cooperatively with Headmaster and other school personnel in all matters affecting the school program. Fully implements curriculum and program selected by school
18. Turns in weekly lesson plans consistent with the course of study to the Headmaster
19. Cares for any money collected; money not left in classroom under any circumstances
20. Assumes responsibility for professional equipment and materials issued to him/her
21. Assesses students in math and reading during the first three weeks of school and repots findings to Headmaster or lead teacher
22. Participates in before- and after school activities assigned by the Headmaster
23. Assumes other duties assigned by Headmaster and/or assistant Headmaster

Records

1. Keeps legible, accurate, and complete records. Submits grades in timely fashion-weekly
2. Assumes responsibility for all records being completed and filed in student's cumulative folder
3. Assumes responsibility for completion of report cards
    a. Records pupil progress on report cards
    b. Keeps supportive evidence for grades given on report cards
    c. Turns in report cards to Headmaster for checking before issuing to students
    d. Accounts for all report cards issued
    e. Checks for parent's signature on report card
4. Presents deficiency cards to Headmaster for signing
5. Alphabetizes all school roll lists unless otherwise instructed
6. Keeps accurate record of student's current work in each subject

Promotion Lists

1. Turns in to Headmaster at end of year records showing students being promoted or earning units
2. Notes on the lists any variations such as examinations to be taken at the beginning of school year
3. Reports to Headmaster those students who do not reenter in the fall

Reports

1. Sends attendance report of absences and tardies to Headmaster each day
2. Sends lunch report to Headmaster each morning at requested time

School Building and Property

1. Assumes responsibility for classroom windows and outside doors being locked, inside doors being closed, lights being turned off, shades or blinds being uniformly adjusted, and radiators being turned on at end of day
2. Provides adequate ventilation, if possible
3. Chooses appropriate desk for each student
4. Refrains from using anything that damages chalkboards/smartboards
5. Refrains from hanging anything from light fixtures
6. Refrains from taping items to walls other than those made of cinder block

TERMS OF EMPLOYMENT: Maintains an up-to-date, in-field certificate issued by the Georgia Department of Education; salary and length of contract to be established by the Board of Directors

EVALUATION: Performance of this job shall be evaluated annually in accordance with provisions of the board's policy on evaluation of certified personnel.

TITLE:	Special Education Consultant
QUALIFICATIONS:	Valid Certification
REPORTS TO:	Headmaster
JOB GOAL:	To provide consultation and supervision within the special education program

PERFORMANCE RESPONSIBILITIES:

1. Consults about behavior management and behavior intervention strategies with special education and regular education staff
2. Provides, as assigned, system-wide crisis intervention in coordination with pupil services
3. Assists students with transitions from one special education program to another, both inside and outside the school system
4. Assists in planning in-service for special education staff
5. Provides or supervises in-service for special education or regular education staff as assigned
6. Instructs staff in pre-referral, referral, and evaluation/placement procedures to ensure due process and compliance with applicable laws and regulations
7. Consults with staff and parents at the request of Headmaster and central office administrators
8. Assists in coordination with the local networking committee and other outside agencies
9. Assists with screening and interviewing of prospective special education staff
10. Assists with routine special education administrative responsibilities as assigned
11. Performs other duties as assigned by the director of special education

TERMS OF EMPLOYMENT:	Salary and length of contract to be established by the Board of Directors
EVALUATION:	Performance of this job shall be evaluated annually in accordance with provisions of the board's policy on evaluation of certified personnel.

TITLE:	Teacher of Gifted
QUALIFICATIONS:	Valid Teacher Certification by the Georgia Department of Education
REPORTS TO:	Headmaster/Assistant Headmaster/Instructional Coach
JOB GOAL:	To provide targeted high achieving elementary students with differentiated educational experiences beyond the regular classroom program

PERFORMANCE RESPONSIBILITIES:

1. Develops curriculum for Gifted Program
2. Assists in screening Gifted
3. Plans Gifted services, field trips, and schedules
4. Coordinates and reconciles Gifted schedules with schedules for the gifted program
5. Serves as itinerant gifted resource person for assigned elementary school
6. Assists in determining placements of non-targeted, Gifted -qualified students to ensure representation of school system diversity within Gifted
7. Maintains records of student eligibility according to local Gifted continuation policy
8. Serves Gifted students with enriched academic program that emphasizes cooperative learning, process/concept development, and broadening of basic skills and information
9. Performs other duties assigned by Headmaster and director of special education

TERMS OF EMPLOYMENT:	Salary and length of contract to be established by the Board of Directors
EVALUATION:	Performance of this job shall be evaluated annually in accordance with provisions of the board's policy on evaluation of certified personnel.

TITLE:	Itinerant Teacher and Gifted Children
QUALIFICATIONS:	Valid Teacher Certification At least three years successful teaching experience
REPORTS TO:	Headmaster and Coordinator of Special Education
JOB GOAL:	To provide gifted student with differentiated educational programs and/or services beyond those normally provided by the regular classroom program in order to realize their contribution to self and society

PERFORMANCE RESPONSIBILITIES:

1. Identifies potentially gifted students
2. Develops programs and schedules for the students in the enrichment program
3. Establishes close relationships among parents, classroom teachers and school related personnel
4. Explains and clarifies the program for the gifted
5. Meets and plans with regular education teachers of gifted students
6. Establishes evaluative techniques and instruments appropriate for appraising the performance of gifted students
7. Assists the librarian in selection of books appropriate for gifted students

8. Complies with due-process laws in evaluating and admitting students
9. Reports monthly to the coordinator of special education on enrollment status
10. Attends meetings scheduled by the coordinator of special education
11. Notifies coordinator of special education and Headmaster when unable to attend

TERMS OF EMPLOYMENT: 180 teaching days

EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy and evaluation of teaching personnel

TITLE: Substitute Teacher
QUALIFICATIONS: See Policy
REPORTS TO: Headmaster and Assistant Headmaster
JOB GOAL: To carry on the instructional program in the classroom as outlined in the teacher's lesson plans

PERFORMANCE RESPONSIBILITIES:

1. All duties assigned to teacher during the regular school day
2. In the case of an assigned supply teach, all duties assigned to teacher being replaced; appropriate job description
3. Other duties assigned by Headmaster and/or assistant Headmaster

TERMS OF EMPLOYMENT: See Policy
EVALUATION: Performance of this job shall be evaluated according to the following:
Neighborhood School Substitute – daily evaluation
Substitute Teacher – daily evaluation
Assigned Supply Teacher – evaluation at end of assignment

TITLE: Language Arts/Mathematics Coordinator
QUALIFICATIONS: T-5 or T-4 , Experienced in instruction and curriculum, and differentiation of instruction
REPORTS TO: Headmaster
JOB GOAL: To coordinate the administrative functions of his/her department

PERFORMANCE RESPONSIBILITIES:

1. Chairs and conducts all departmental meetings
2. Reviews and makes recommendations regarding curriculum within his/her department
3. Assists in the evaluation of teachers within his/her department
4. Approves and issues all requests for supplies and materials within his/her department
5. Reviews and makes recommendations regarding departmental budget
6. Supervises and consults with department members for the purpose of ensuring compliance with all policies and directives
7. Serves on various committees as designated by the Headmaster for the purpose of providing departmental viewpoints. These committees shall include, but are not limited to: Vocational advisory, curriculum, media, etc.
8. Maintains an up-to-date and accurate properties and materials inventory for his/her department
9. Other duties as assigned by the Headmaster

TERMS OF EMPLOYMENT: 180 teaching days, 5 pre and post planning, work/staff development days a year
EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy and evaluation of teaching personnel

TITLE: Consultant for Special Education
QUALIFICATIONS: Valid Certification
REPORTS TO: Coordinator of Special Education
JOB GOAL: To provide supervision for teachers in interrelated and learning disabilities programs and to become familiar with routine administrative responsibilities for special education

PERFORMANCE RESPONSIBILITIES:

1. Instructs staff in techniques of proper referral
2. Supervises and plans in-service for teachers who work with learning disabled students
3. Assists in evaluation of interrelated/learning disabilities teachers
4. Attends eligibility team meetings for students being considered for the learning disabilities program
5. Assists with the record keeping and routine administrative responsibilities for the over-all special education program

TERMS OF EMPLOYMENT: 180 teaching days:
EVALUATION: Performance of this job will be evaluated in accordance with the provisions of the Board's policy and evaluation of teaching personnel

TITLE: Student Council Sponsor
QUALIFICATIONS: Classroom Teacher
REPORTS TO: Headmaster
JOB GOAL: Organize and coordinate all school-wide activities related to, and in accordance with, the student council constitution

PERFORMANCE RESPONSIBILITIES:

1. Supervise all class meetings
2. Responsible for reviewing and recommending to the Headmaster all class activities which are requested in accordance with the student council constitution
3. Responsible for the management of all fund raising and student council related expenditures
4. Supervises and coordinates special event activities including, but not limited to, homecoming parade and dance, after the game dances, and spring dance
5. Coordinates all general elections of a school-wide nature in accordance with the student council constitution
6. Assists the Headmaster in class orientation
7. Submits and accounts for a balanced budget for the year's activities
8. Responsible for insuring that all activities are coordinated in accordance with school and administrative rules

TITLE:	Media Specialist (Local School)
QUALIFICATIONS:	Valid certification by the State Department of Education. Specialized training in school library administration and service including audiovisual field. Knowledgeable of the basic fundamentals in the field of education.
REPORTS TO:	Headmaster and Media Coordinator
JOB GOAL:	To serve as an Instructional Resource Consultant and a Materials Specialist in the school

PERFORMANCE RESPONSIBILITIES:

1. Knowledgeable of the school's curriculum and serves as a materials specialist to teachers and students
2. Selects, in cooperation with teachers, Headmaster, and students, the materials for the library media center and its program
3. Is totally responsible for the acquisition of materials and makes them available to faculty and students
4. Instructs faculty and staff in the most effective and least time consuming use of the library resources
5. Assumes responsibility for providing instruction in the use of the library that is correlated with classroom study
6. Helps students develop good study habits, independence in learning, and the techniques of inquiry
7. Works with teacher in selection of materials to meet the needs of his/her particular students
8. Prepares carefully selected classroom deposits of materials to support units of study or for pleasure reading
9. Maintains adequate records of all resources in the school except textbooks, and provides annual inventory statistics as required
10. Works with resource teachers in the school and participates in in-service experiences provided for classroom teachers in order to know as much as possible about what is happening in the classrooms
11. Serves on the curriculum committee as requested
12. Works with PTO library committee to utilize meaningfully this interest and support as well as supplementary manpower.

TERMS OF EMPLOYMENT: 180 days and 5 professional days

EVALUATION:

TITLE:	Elementary Band Resource Teacher
QUALIFICATIONS:	Minimum certification of a Bachelor of Music degree with the background being in instrumental training (wind, percussion and/or strings) rather than piano or vocal
REPORTS TO:	Headmaster
JOB GOAL:	To provide appropriate learning experiences and educational opportunities for each student in the band program

PERFORMANCE RESPONSIBILITIES:

1. Presents an instrumental program in all schools for the purpose of helping students become aware of the opportunities available
2. Coordinates beginning, intermediate, and advanced band classes at all schools with emphasis on both individual and group participation
3. Instructs musical skills and incorporates music fundamentals (such as scale structure, key signatures, pitch and listening skills, instrument identification, etc.)
4. Incorporates advanced and/or intermediate honor and band groups, to be chosen from students at all schools, based on a student's ability and readiness to perform in a more accelerated group
5. Encourages individual advancement by promoting involvement in small ensembles and solos
6. Participates in state music events such as band festival, band clinics, solo and ensemble festival and all state
7. Participates in periodic in-service seminars for the purpose of keeping abreast of materials and methods available to the instrumental music educator
8. Works with Headmasters and teachers in planning, executing and evaluating the elementary band program
9. Helps teachers to become more competent so that an effective elementary band program will be developed
10. Provides the necessary guidance to teachers so that the program has continuity and meaning
11. Requests through proper channels materials needed for the program, taking into consideration that budgets are set up in advance
12. Attends meetings as scheduled by the curriculum director
13. Notifies when absent the Headmaster of the school and curriculum director
14. Informs the curriculum director of any difficulties and problems connected with carrying out the program

TERMS OF EMPLOYMENT:	180 teaching days. Salary to be established by the Board
EVALUATION:	Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teachers

TITLE:	Elementary Choral Music Resource Teacher
QUALIFICATIONS:	Valid certification by the State Department of Education
REPORTS TO:	Headmaster
JOB GOAL:	To provide appropriate learning experiences and educational opportunities for each student in the band program

PERFORMANCE RESPONSIBILITIES:

1. Directs and coordinates the music program
2. Demonstrates class lessons for teachers and students in areas in which they need help and stimulation
3. Provides advance brief, well-planned guides for the teachers which will be prepared and presented monthly; follows up assignments of demonstrations; reviews the follow-up each time before presenting new work
4. Carries out the cooperatively planned schedules
5. Requests through paper channels materials needed for the program, taking into consideration that budgets are set up in advance
6. Makes suggestions in private to teachers concerning music program
7. Recognizes individual needs or problems that may exist for students within the group
8. Attends meetings as scheduled by the assistant Headmaster for instructional services
9. Notifies when absent the Headmaster of the school, and the assistant Headmaster for instructional services.
10. Informs the assistant Headmaster for instructional services of any difficulties and problems connected with carrying out the program

TERMS OF EMPLOYMENT:	180 teaching days. Salary to be established by the Board
EVALUATION:	Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teachers

TITLE:	Art Resource Teacher
QUALIFICATIONS:	Valid certification by the State Department of Education
REPORTS TO:	Headmaster
JOB GOAL:	To work with Headmasters and teachers in planning, executing and evaluating the art program

PERFORMANCE RESPONSIBILITIES:

1. Helps teachers become more competent so that an effective art program will be developed
2. Provides the necessary guidance to teachers so that the program has continuity and meaning
3. Requests through paper channels materials needed for the program, taking into consideration that budgets are set up in advance
4. Attends meetings as scheduled by the assistant Headmaster for instructional services
5. Notifies when absent the Headmaster of the school, and the assistant Headmaster for instructional services.

6. Informs the assistant Headmaster for instructional services of any difficulties and problems connected with carrying out the program
7. Abides by planned schedules
8. Helps classroom teacher competency and willingness to provide time and art experiences for students
9. Provides adequate materials and learning goals for desired outcomes with these materials
10. Provides for functionally arranged environment and pleasant surroundings throughout the school facilities
11. Provides leadership services to specialized art personnel directly involved in the art program

TERMS OF EMPLOYMENT: 180 teaching days. Salary to be established by the Board

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teachers

TITLE:	Physical Education Resource Teacher
QUALIFICATIONS:	Valid certification by the State Department of Education
REPORTS TO:	Headmaster
JOB GOAL:	To work with Headmasters and teachers in planning, executing, and evaluating the physical education program

PERFORMANCE RESPONSIBILITIES:

1. Helps teachers become more competent so that an effective physical education program will be developed
2. Provides the necessary guidance to teachers so that the program has continuity and meaning
3. Presents a program that meets the stated curriculum objectives
4. Plans a well-balanced program that allows for individual physical competencies
5. Demonstrates activities to students and teachers
6. Provides concise lesson plans to be uses as follow-up activities by the teachers
7. Requests through paper channels materials needed for the program, taking into consideration that budgets are set up in advance
8. Attends meetings as scheduled by the assistant Headmaster for instructional services
9. Notifies when absent the Headmaster of the school, and the assistant Headmaster for instructional services.
10. Informs the assistant Headmaster for instructional services of any difficulties and problems connected with carrying out the program

TERMS OF EMPLOYMENT:	180 teaching days. Salary to be established by the Board
EVALUATION:	Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of resource teachers

TITLE:	School Guidance Counselor
QUALIFICATIONS:	Valid certification by the State Department of Education A Master's Degree in Guidance At least 5 years of successful teaching experience
REPORTS TO:	Headmaster
JOB GOAL:	To establish and provide guidance services and programs in the school in cooperation with Headmaster and staff

PERFORMANCE RESPONSIBILITIES:

1. Counsels with students, giving them opportunity to have problems considered individually
2. Gives students the information necessary to make wise decisions in educational, vocational or personal social planning
3. Is a sounding board as students make decisions regarding their educational, vocational and social adjustments and problems
4. Administers the testing program and assists teachers, parents and students with the interpretation of the results
5. Refers students needing more intensive diagnosis to specialist and cooperating agencies
6. Works with the school Headmaster and teachers in establishing programs to meet the individual needs of students
7. Interprets the program of guidance services to parents and community organizations
8. Works to improve the communications between home and school and school and home
9. Works with administrators on student placement
10. Assumes other duties assigned by authorized personnel
11. Carries out the mandate of the state legislature to see that all school-age students attend school
12. Provides social work service to students and their families on school-related problems in order that each school-age student many use his/her school experiences to the maximum of his/her capacity
13. Helps to determine students potential by study and interpretation of the student himself/herself, his home, school, neighborhood, and community environment
14. Recognizes symptoms of student's difficulty in using himself/herself well and helps him/her work toward a solution of the problems
15. Cooperates fully with the Georgia Department of Education and other state and community agencies
16. Knows and uses all community resources for helping students and their families
17. Makes home visits when appropriate
18. Works cooperatively with other school personnel
19. Plans to improve school and community facilities for helping students and their families
20. Keeps records of services rendered and submits reports as required
21. Notifies, when absent, the director of pupil services
22. Performs other duties assigned by the director of pupil services
23. Updates drug-free schools grant
24. Holds quarterly meetings of the drug-free schools advisory committee
25. Updates system's drug and alcohol policy so that it complies with state and federal law

26. Notifies private schools that they may choose to be included in the drug-free program
27. Works with Headmaster to maintain and add to sequential K-12 drug education program
28. Works with staff development coordinator to implement drug education staff development programs
29. Works with other community and state agencies related to drug and alcohol abuse education, prevention, treatment, and rehabilitation
30. Works with system networking committee to obtain support for drug-free schools program
31. Works with PTA's and other parent groups to obtain support for drug-free education program
32. Sets up and maintains tracking system of students who are identified as drug abusers
33. Counsels and assists students and employees identified as drug abusers to seek appropriate treatment
34. Works closely with schools on drug education programs
35. Researches student assistant programs and makes recommendations for such programs in the schools
36. Creates a system to evaluate the effectiveness of the drug-free schools program
37. Performs other duties assigned by the director of pupil services

TERMS OF EMPLOYMENT: 180 teaching days. Salary to be established by the Board

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of teachers

TITLE:	Media Center Clerk
QUALIFICATIONS:	High School Diploma
REPORTS TO:	Headmaster
JOB GOAL:	To provide clerical and instructional assistance to enhance the operation and services of the media center

PERFORMANCE RESPONSIBILITIES:

1. Assumes responsibility for operation of the media center and supervision of students in the absence of the media specialist
2. Assists students and staff in locating references and operating instructional equipment
3. Supervises students in activities such as retrieving materials and finding information
4. Operates microcomputers as needed in media center administration
5. Types and processes correspondence, reports and orders
6. Prepares reports as directed
7. Assists in maintaining an orderly, neat, and attractive atmosphere in the media center
8. Operates circulation system and compiles circulation records
9. Files catalog cards, vertical file material, and other records
10. Assists in inventory of materials and equipment
11. Assists in all phases of processing materials according to established procedures
12. Re-shelves and maintains correct order of returned materials
13. Prepares current periodicals for shelving and maintains collection of back-dated issues
14. Operates and maintains media-related equipment
15. Assists in training volunteers
16. Repairs print and non-print materials
17. Prepares and assembles materials for classroom use
18. Assists in borrowing materials from other collections
19. Prepares displays and bibliographies from pre-selected items
20. Assists in producing, mounting, and laminating materials
21. Assumes other duties assigned by media specialist and Headmaster

TERMS OF EMPLOYMENT:	Salary and number of days worked annually to be established by the Board of Directors
EVALUATION:	Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of classified personnel

TITLE:	Head Custodian
QUALIFICATIONS:	Sufficient education and/or training to read, write, and perform basic arithmetic operations Ability to establish and maintain efficient working relations with school system personnel Ability to pass rigorous physical examination and perform light to medium work Advanced skills in building and grounds care with sufficient ability to lead and supervise custodial staff Ability to keep required records Working knowledge of methods and materials essential to good housekeeping and sanitation Ability to pass basic skills tests on carpentry, plumbing, electricity, and painting
REPORTS TO:	Headmaster
JOB GOAL:	To maintain efficiently buildings and grounds of the school campus

PERFORMANCE RESPONSIBILITIES:

1. Checks housekeeping supplies by the 15th of each month and reports in writing to the director of maintenance the need for additional supplies
2. Keeps up-to-date inventory of all housekeeping equipment in the school building
3. Keeps an accurate and up-to-date record of the amount of supplies the school uses
4. Helps keep on hand all supplies needed for operation
5. Secures building by 8:30p.m. each day unless longer hours are required by authorized activity (PTO/PTA, banquet, etc.)
6. Keeps building and premises, including sidewalks, driveways, and play areas, neat, clean, and safe at all times.
7. Performs essential building care such as sweeping, mopping, scrubbing, de-waxing, and waxing floors and cleaning blinds, window glass, walls, carpets, restrooms, and other spaces within a school plant
8. Maintains grounds, including mowing, raking, weeding, pruning, and keeping grounds free of rubbish
9. Shovels, brushes, sands, or salts walks, driveways, parking areas, and steps to keep them free of rubbish, mud, excess water, snow, or ice
10. Checks daily to ensure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy
11. Sweeps classrooms and empties waste containers daily
12. Cleans corridors after school each day
13. Scrubs and disinfects toilets and bathroom floors and walls daily
14. Cleans all sanitary fixtures daily
15. Replaces light bulbs, switches and ballasts as necessary
16. Applies touch-up paint
17. Reports immediately to the Headmaster any damage to school property

18. Works on school premises during scheduled hours and remains on school premises during periods when the Headmaster has authorized use of the building for special purposes
19. Moves furniture and equipment within buildings as required for various activities when direct by the head custodian or Headmaster
20. Complies with local laws, ordinances, and regulations fro the storage and disposal of trash, rubbish, and waste
21. Is responsible for safekeeping and preservation of all janitorial equipment
22. Complies with any reasonable oral or written directive given by the appropriate supervisor

TERMS OF EMPLOYMENT:	215 days; salary to be determined by board
EVALUATION:	Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on evaluation of non-professional personnel

ADP RESOURCE / DEKALB ACADEMY OF TECHNOLOGY
Job Description

JOB TITLE: **Registrar/Parent Liaison**

Reports To: Headmaster
Prepared by: ADP Resource August 11, 2009

SUMMARY:
This position is primarily responsible for working to facilitate student admissions, maintain student enrollment and admission records, increase and improve parent/family and community volunteerism at D.A.T.E. The registrar/parent liaison will assist parents and provide information in order to encourage volunteer efforts with parents/families among the classroom, school, and the community by performing the following duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Core duties and responsibilities include the following. Other duties may be assigned.

Serves as liaison between the school and the parent/families of the school for the efforts of increasing and improving volunteerism and parent support of the class and school.

Is responsible for student admissions criteria and files and maintaining data/information on E-Student Information Systems (SIS).

Is responsible for maintaining student records (tests, report cards, assessments, memos) acknowledging Student Privacy Act and confidentiality of student files.

Makes personal contact with parents to encourage parental engagement.

Provides information and monthly newsletter to parents/families in order to improve home-school communication of activities that support parental engagement.

Works with the Headmaster to prepare reports and provides information to the school/community activities.

Implements monthly parent workshops on ways to support school and classroom.

Attends monthly meeting and in-service training sessions.

Keeps and reports monthly volunteer hours of parent body using approved electronic program.

Attends school and community meetings.

Performs related duties as required.

SUPERVISORY RESPONSIBILITIES:
This job has no supervisory responsibilities.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
Associate's degree (A. A.) or equivalent from two-year college or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience.

REASONING ABILITY:
Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

COMPUTER SKILLS:
To perform this job successfully, an individual should have knowledge of Contact Management systems; Database software; Internet software; Project Management software; Spreadsheet software and Word Processing software.

OTHER SKILLS AND ABILITIES:
- Ability to research volunteer/community program documents and narrative materials and to compile reports from information gathered. Maintain complex schedules, records and files.
- Ability to provide and increase volunteer programs for classrooms and school wide efforts.
- Ability to exercise considerable tact and courtesy in frequent contact with school officials, parents, and the general public.
- Ability to maintain confidentiality toward issues encountered in school to children and families.
- Ability to establish and maintain effective working relationships as necessitated by work assignments.

OTHER QUALIFICATIONS:
- At least three years of working with parents/families and community members.
- Ability to communicate effectively both orally and in writing with parents, schools, community and district office personnel.
- Skills in speaking, writing, and reading a second language predominant in the community is desirable.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand; walk; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl and taste or smell.

The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 50 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

PHYSICAL REQUIREMENTS:

- Must be physically able to operate a variety of automated office.
- Machines including computers, typewriters, copiers, facsimile machines, etc.
- Must be able to exert a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects.
- Due to amount of time spent standing and/or walking, physical requirements are consistent with those for Light Work.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

ADDITIONAL INFORMATION:
Data Conception:
Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communications:
Requires the ability to speak and/or signal people to convey or exchange information. Includes receiving instructions, assignments and/or directions from superiors.

Requires ability to maintain professionalism and confidentiality regarding matters related to families served.

ADP RESOURCE / DEKALB ACADEMY OF TECHNOLOGY
Job Description

JOB TITLE: **Principal / Assistant Principal**

Reports To: Headmaster
Prepared by: ADP Resource August 11, 2009

SUMMARY:
This position is primarily responsible for ensuring instruction is consistent with the vision of "learning through relationships, relevance, and rigor" and constructivist learning strategies. Also supporting teachers in achieving instruction that moves beyond direct instruction and activity based to conceptual based learning. Supervision of staff and faculty consistent with organizational chart by performing the following duties personally or though subordinates.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Core duties and responsibilities include the following. Other duties may be assigned.

Trains teachers in the latest revision of Bloom's Taxonomy to make lessons plans based in critical thinking and differentiated instruction.

Reviews weekly lesson plans from teachers and determine if lessons are consistent with plans.

Determines if plans are consistent with state educational standards and if teachers have created plans for student's intellectual growth.

Supervises instructional coaches who will help teachers implement the instructional vision of the school.

Observes and evaluates teachers and provide strategies for improved instruction.

Presents instructional documentation to PTO and Board of Directors.

Conflict Resolution:
Schedules and facilitate meetings with teachers, parents, and/or students to foster cooperative and professional relationships.

Investigates student interactions that require discipline and suspension. Initiate suspension when necessary.

Community Relations:
Supports students, parents, and teachers as they develop and assimilate into the school culture.

Provides training to faculty and staff to implement a school culture that is based on caring, mutual respect, intellectual rigor, academic growth, and a shared community vision.

Recruits, interviews and initiates hiring of new teachers for the school. Conducts orientations with potential families to join the school community.

Suggests strategies to build school culture and improve community relations.

Management of Student Data:
Creates of record keeping of intervention strategies for students whose test score.

Indicates academic need.

Maintains records of discipline forms.

Testing Coordinator:
Attends DeKalb County Schools training for testing coordinators.

Facilitates standardized testing during academic year with the highest ethical standards to ensure no testing irregularities.

SUPERVISORY RESPONSIBILITIES:
Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring, and training employees; planning, assigning, and directing work; appraising performance; rewarding and disciplining employees; addressing complaints and resolving problems.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
Master's degree (M.A.); equivalent combination of education and experience. Must have at least 7 years of verifiable teaching and administrative experience.

CERTIFICATES, LICENSES, REGISTRATIONS:
- Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.
- Must obtain Georgia Teaching Certification and Leadership Endorsement

OTHER QUALIFICATIONS:
- Ability to maintain parent-student confidentiality and privacy issues, while maintaining effective working relationships throughout organization.
- Strong organizational skills, detailed-orientation, excellent written and verbal communication, and initiative required.

REASONING ABILITY:
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

COMPUTER SKILLS:
To perform this job successfully, an individual should have knowledge of Database software; Development software; Internet software; Spreadsheet software and Word Processing software.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; and stoop, kneel, crouch, or crawl.

The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

ADP RESOURCE / DEKALB ACADEMY OF TECHNOLOGY
Job Description

JOB TITLE: **Custodian**

Reports To: Head Custodian and Headmaster
Prepared by: ADP Resource August 11, 2009

SUMMARY:
This position is primarily responsible for keeping school building/property in clean and orderly condition by performing the following duties personally or though subordinates.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Core duties and responsibilities include the following. Other duties may be assigned.

Sweeps, mops, scrubs, and vacuums hallways, stairs, classrooms and office space.

Empties classrooms' and office's trash and garbage containers.

Cleans debris throughout building.

SUPERVISORY RESPONSIBILITIES:
This job has no supervisory responsibilities.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS:
Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

MATHEMATICAL SKILLS:
Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using of American money and weight measurement, volume, and distance.

REASONING ABILITY:
Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

COMPUTER SKILLS:
No computer skills are required, but helpful.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The employee must regularly lift and /or move up to 10 pounds, frequently lift and/or move up to 25 pounds and occasionally lift and/or move up to 100 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is frequently exposed to wet and/or humid conditions; moving mechanical parts; toxic or caustic chemicals and outside weather conditions. The employee is occasionally exposed to high, precarious places; fumes or airborne particles; extreme cold; extreme heat; risk of electrical shock and vibration.

The noise level in the work environment is usually loud.

ADP RESOURCE / DEKALB ACADEMY OF TECHNOLOGY
Job Description

JOB TITLE: **- Executive Assistant**
Bookkeeper

Reports To: Headmaster
Prepared by: ADP Resource August 11, 2009

SUMMARY:

The Executive Assistant is primarily responsible for overall management and implementation of the daily functions of human resource logistics, and providing direct support to the C.E.O./Headmaster and other administrators as needed. The leader in this role will work closely with the Headmaster/C.E.O., ADP Payroll Systems while also provided executive assistance to Headmaster/C.E.O., by performing the following duties personally or through subordinates

The Bookkeeper is primarily responsible for, benefits/ancillary implementation, support of finance and budgetary management, and general operations for the D.A.T.E. The leader in this role will work closely with the Headmaster/C.E.O., ADP Payroll Systems, and industry consultants/brokers to manage operating plans and will play a critical role in maximizing D.A.T.E.'s business and financial processes while also provided executive assistance to Headmaster/C.E.O., by performing the following duties personally or though subordinates.

ESSENTIAL DUTIES AND RESPONSIBILITIES**: E. A**. Executive Assistant, **BK**: Bookeeper

Core duties and responsibilities include the following. Other duties may be assigned.

EA Provides leadership and oversight of operations, including human resource compliance,
HR Provides leadership and oversight of compensation/ancillary implementation, and budget analysis to ensure alignment with and achievement of organizational strategies and priorities.

E.A. Is responsible for employee (teacher and substitute) policy handbook update and implementation. Execute employee human resources policies and procedures, conduct orientation/training, personnel records, and maintain company benefits programs.

BK Implements compensation processes and support management of financial/vendor expenditures.

BK Serves as point-of-contact between internal and external operation entities (administrators, service brokers, consultants, and vendors).

EA Human Resource Management:
Prepares internal human resource communications regarding compensation, benefits, company policies and worker's compensation criteria.

EA Ensures employee internal background logistics are in compliance (annual contracts, certification, etc.) and appropriate personnel hiring/separation notices are established.

EA .Maintains annual employee directory/files; sustains monthly overview of personnel leave; transcribes principal's correspondence with personnel criteria.

EA Prepares reasonable assurance letters for all non-certificated employees.

EA Process workman's compensation first report of injury or occupational disease or injured employees.

Benefits/Retirement Implementation:
EA Is responsible for implementing benefits programs, policies, and procedures with select vendors.

EA Ensures accurate employer/employee health, dental, supplemental, worker's compensation insurance premiums are met through research and facilitation of cost effective benefits programs.

BK/EA Creates and maintenance of CCPI employee salary report for DeKalb County financial department.

BK Reconciles monthly premium payments and compliance with legal requirements.

BK Processes Teacher Retirement (TRS) reports and salary updates (TRS payment amounts of 5% employee's contribution and 9.28% employer's portion--5.25% and 9.74% effective July 1st) for monthly calculations and submission of total contribution amounts from DeKalb Academy and employees.

Budget Logistics:
BK Supports daily budget management of DeKalb Academy's five accounts (primary, internal, administrative, Capital Campaign, Jr. Beta Club) orchestrated via QuickBooks updates, check distribution, invoice reconciliation (medical, dental, vision, and operational expenditures), and financial deposits with Decatur First Bank.

BK Executes of online bill/ACH debit payments for monthly expenditures. Ongoing accounting logistics completed by CFO consultant.

BK Reconciles federal, state, and Georgia Unemployment tax information and payment processes.
Serves as liaison between tax/payroll resources, ADP to ensure timely execution of quarterly payments.

BK Supplies state auditor with all information as requested and needed during audit as to maintaining of financial records.

Compensation Administrator:
BK Performs compensation functions inclusive of semi-monthly submission of salary data and other internal programs (Aftercare, Summer School) with ADP computerized payroll system. Prepares quarterly salary sheets for each employee.

Streamlines payroll processes with wire transfer confirmations (with Decatur First banking managers).

BK Is responsible for balancing payroll runs, producing federal, state and local tax payments, and maintaining payroll inquiries and troubleshooting issues.

Additional Duties:
Becomes familiar with policies, state statutes, and accrediting requirements pertaining to charter school.

Compiles bid lists and sustain financial accounting of all consumable supplies by schools and system-wide departments.

Executive Duties:
Prepares agenda for Board of Directors meetings; Prepares materials for Board of Directors meetings; Types minutes of Board meetings; Handles all Board correspondence

EA Surveys all incoming mail and routes to appropriate offices.

EA Prepares correspondence and schedules appointments for principal.

EA Assists teachers/students with complaints and illness

EA Assists in compiling materials for principal's monthly and annual reports.

EA Maintains daily reports such teacher in-and-out logs and attendance reports.

EA Performs additional duties as assigned by the Headmaster; operates various office technologies and responds to general inquiries.

SUPERVISORY RESPONSIBILITIES:
Execute human capital management with 50+ employees in the Human Resources Department. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include training employees; planning, assigning, and directing work; addressing complaints and resolving problems.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
Bachelor's degree (B.A.) from four-year college or university; 3-5 years of operations and project management logistics (human resources, insurance/retirement, and compensation).

REASONING ABILITY:
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

COMPUTER SKILLS:
To perform this job successfully, an individual should have knowledge of Accounting software; Contact Management systems; Database software; Human Resource systems; Internet software; Payroll systems; Project Management software; Spreadsheet software and Word Processing software.

OTHER QUALIFICATIONS:
- Comprehensive skill and knowledge of organization policies/practices development and cross-functional business acumen desired.
- Proficiency with standard office software tools (Microsoft Office Suite including Word, Excel, PowerPoint, and QuickBooks).
- Ability to maintain employee confidentiality and personnel issues, while maintaining effective working relationships throughout organization.
- Strong organizational skills, and detailed-orientation.
- Excellent written and verbal communication and initiative required.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl and taste or smell.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

ADP RESOURCE / DEKALB ACADEMY OF TECHNOLOGY
Job Description

JOB TITLE: **Instructional Coach/Lead Teacher**

Reports To:	Assistant Principal and Headmaster	
Prepared by:	ADP Resource	August 11, 2009

SUMMARY:
This position is primarily responsible for directs and fosters the development of all teachers by performing the following duties personally or though subordinates.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Core duties and responsibilities include the following. Other duties may be assigned.

Becomes proficient in culturally responsive and constructivist learning practices and continue to develop this style of an academically rigorous curriculum.

Implements/monitors/ supports reading and writing workshops daily.

Ensures Blooms Taxonomy is evident in the classroom.

Ensures teachers are implementing lessons that utilize the variety of learning styles/centers.

Data Informed Decision Making:
Selects metrics, set ups measurement methods, and assessments for teachers and grades.

Collects pre test and end of unit test grades.

Is responsible for the implemented of 6 weeks of alignment for reading, math, social studies, and science.

Reinforces class expectations.

Model:
Is personally and with the faculty set an example of life-long learning.

Staff Professional Development Plans:
Provides the support needed to work with each faculty member to devise and implement a personal PDP that addresses his needs and leads to growth.

Collaborative Operations:
Develops strong and self-sustaining leadership groups at the administrative, faculty, parent, and students' levels.

Is fully integrated learning styles and Blooms Taxonomy learners into regular classroom activity.
Increases the percentage of students scoring at proficient levels on GRCT from previous year.
Encourages individualized instruction through the use of student test scores.

Helps teachers identify the academic achievement of each student and plans instruction/remediation accordingly.

Practices effective discipline in a professional and caring manner, ensures an orderly and safe environment for all students and faculty.

Assists and maintain progressively increasing levels of student achievement in all areas.

Ensures that at least 95% of the 3rd and 5th graders meet and exceed GCRCT Standards.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
Bachelor's degree or university program certificate; or two to four years related experience and/or training; or equivalent combination of education and experience.

CERTIFICATES, LICENSES, REGISTRATIONS:
Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.

REASONING ABILITY:
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

COMPUTER SKILLS:
To perform this job successfully, an individual should have knowledge of Development software; Internet software; Inventory software; Spreadsheet software and Word Processing software.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl and taste or smell.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

ADP RESOURCE / DEKALB ACADEMY OF TECHNOLOGY
Job Description

JOB TITLE: **Director of Student Services**

Reports To: Headmaster
Prepared by: ADP Resource August 11, 2009

SUMMARY:
This position is primarily responsible for the managing/supervision of FTE enrollment and Type A B C Student management issues.

ESIS Procedures:
Ensures that all beginning and end of year procedures are performed (grade posting, report card printing, and student promotion/ retain, transcript data, and attendance).

Manages student pre-enrollment processes and schedules maintenance.

Manages teacher and class input and maintenance.

Creates master schedule and grades verification reports.

Essential Functions and Performance Responsibilities (Students):
Assists with student supervision issues and enforcement of the student code of conduct.

Counsels students and parents with school and district policy.

Coordinates distribution, testing, and monitoring of Code of Conduct handbook.

Assists staff and parents in developing and implementing student's behavioral expectations, review of behavior logs and plans.

Serves as a resource to staff in dealing with classroom management issues.

Assists in developing programs to promote positive students behavior as well as intervention strategies.

Works with counselor for student of the month recognition.

Reviews Second Steps implementation.

Creates new program to assist with recognition and positive reinforcement.

Coordinates alternative placement with Headmaster for disruptive students I.S.S. and O.S.S., student management including suspensions and pre-expulsion pre-conferences.

Assists with monitoring and supervision of school facilities.

Other duties as assigned by school administrator.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
Bachelor's degree or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

CERTIFICATES, LICENSES, REGISTRATIONS:
- Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.

OTHER QUALIFICATIONS:
- Specialized technical degree with minimum requirement of 2-3 years of credentialed technical management logistics/counselor experience.
- Ability to maintain parent-student confidentiality and privacy issues, while maintaining effective working relationships throughout organization.
- Strong organizational skills, detailed-orientation, excellent written and verbal communication, and initiative required.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

COMPUTER SKILLS
To perform this job successfully, an individual should have knowledge of Contact Management systems; Database software; Development software; Internet software; Inventory software; Project Management software; Spreadsheet software and Word Processing software.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; and stoop, kneel, crouch, or crawl.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Job Description

JOB TITLE: **IT Specialist**

Reports To: Headmaster
Prepared by: ADP Resource August 11, 2009

SUMMARY:

This position is primarily responsible for the managing the technical support of hardware, software, local area networks, the wide area network for the instructional and administrative technology program, and supervision of FTE enrollment. The IT will interact closely with DeKalb County School Systems (DCSS), Technical & Support Services at Management Information Systems, contribute to policies with regard and in compliance to DeKalb County School System MIS procedures, and ensure DeKalb County School system technology standards and procedures are followed by performing the following duties personally or though subordinates.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
Core duties and responsibilities include the following. Other duties may be assigned.

Essential Functions and Performance Responsibilities (Technology):
Provides industry-level A+ Certification skills and technical support for the successful operation of local area networks, wide area network, software applications, computers, telecommunications, distance learning and multi-media.

Network Management:
Configures networks, solve hardware and software problems school-wide, resolve network, hardware, software problems configure labs and load software.

Brings file server up and down, running backup procedures, loading updates, maintaining records, directions, memos, and hot line requests, assisting administrators with e-mail and office automation.

Instructional Technology:
Works with the instructional programs to integrate technology with the curriculum.

Insures the smooth operation of instructional technology programs.

Works closely with teachers to integrate technology into the classroom setting using team teaching approach.

Asset Management:
Repairs equipment that is no longer under warranty includes school purchased items as well as donated items.

QUALIFICATIONS:
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE:
Bachelor's degree or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

CERTIFICATES, LICENSES, REGISTRATIONS:
- Holds or pursuing an appropriate license from the Georgia Professional Standards Completed.

OTHER QUALIFICATIONS:
- Specialized technical degree with minimum requirement of 2-3 years of credentialed technical management logistics/counselor experience.
- Ability to maintain parent-student confidentiality and privacy issues, while maintaining effective working relationships throughout organization.
- Strong organizational skills, detailed-orientation, excellent written and verbal communication, and initiative required.

REASONING ABILITY
Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

COMPUTER SKILLS
To perform this job successfully, an individual should have knowledge of Contact Management systems; Database software; Development software; Internet software; Inventory software; Project Management software; Spreadsheet software and Word Processing software.

PHYSICAL DEMANDS:
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel and talk or hear. The employee is frequently required to reach with hands and arms. The employee is occasionally required to stand; walk; and stoop, kneel, crouch, or crawl.

The employee must regularly lift and/or move up to 10 pounds and frequently lift and/or move up to 25 pounds.

Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

WORK ENVIRONMENT:
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Project Management:
Organizes school-wide projects for installations.

Organizes training for administrative and instructional personnel.

Substitutes

When a teacher has reason to be absent from his/her duties, it is in the best interest of students that the academy employs a substitute teacher. However, this policy shall not prevent the Board of Directors from refusing to employ any substitute teacher who, at the discretion of the board, would be detrimental to the education of students.

Qualifications

In descending priority, the order of qualifications established for substitute teachers in pre-kindergarten through grade 12 is as follows:

1. possession of a valid Georgia teaching certificate
2. possession of an expired Georgia certificate based upon a baccalaureate degree or higher or a valid out-of-state teaching certificate
3. completion of a baccalaureate degree or higher
4. completion of at least two years of postsecondary training beyond a high school diploma
5. completion of a high school diploma or the equivalent (neighborhood school substitute)

A completed application, all necessary supporting documents, and a satisfactory personal interview shall be completed before a substitute teacher is asked to participate in substitute teacher training. Before being placed on the substitute teacher list, each substitute teacher shall successfully complete a minimum of 1 hour of substitute teacher training, approved by system. Each new employee is subject to a security screening.

The Headmaster or his/her designee shall prepare for board approval a list of qualified persons who wish to serve as substitute teachers. Upon approval by the board, a list of qualified substitutes shall be ranked according to the priority qualifications established in this policy and given to each school. A person whose teaching certificate has been revoked or suspended shall not be eligible for approval as a substitute teacher during the period of revocation or suspension.

Designations

The status of a substitute teacher shall be designated as follow:

1. Neighborhood School Substitute
   An approved neighborhood school substitute with a minimum of a high school diploma or a GED certificate may be used when no other substitute is available only for a paraprofessional. A neighborhood school substitute shall be required to complete successfully a staff development workshop.

2. Substitute Teacher
   Every attempt shall be made to hire the most qualified substitute teacher. Any classroom teacher vacancy that lasts 46 or more consecutive days in a school year shall be filled by an individual with in-field certification.

3. Assigned Supply Teacher
   An assigned supply teacher shall be employed when a regular teacher cannot be obtained for a classroom after the school year for students has begun or when the regular classroom teacher resigns or is terminated from his/her classroom responsibilities after the school year for students has begun. An assigned supply teacher shall be given a contract and receive credit for a year's experience if he/she serves a minimum of 120 days in the same classroom. However, credit for that year's experience shall not be used toward tenure. The assigned supply teacher shall be paid according to certification and years of experience.

   An assigned supply teacher may serve in a probationary status for 10 days as a substitute teacher. After satisfactory completion of the 10-day probationary status and at the discretion of the Headmaster, a contract may be offered to the substitute teacher under the following conditions:

   1. appropriate certification
   2. Headmaster's recommendation
   3. official notification that the current teacher will not return

Compensation

The compensation of a substitute teacher shall vary according to the following designations:

1. Neighborhood School Substitute
   A neighborhood school substitute's compensation shall be determined by the board of education.

   Substitute Teacher
   A substitute teacher's compensation shall be determined by the board of education

2. Assigned Supply Teacher
   If a contract is offered to a substitute teacher, he/she shall become an assigned supply teacher. If a contract is not offered, he/she shall continue as substitute teacher.

Note: A substitute teacher may be employed for half a day with the understanding that reimbursement shall be commensurate with the half day worked.

Arrangements

A teacher who is unable to be at school shall notify the Headmaster by 6:30 am and also contact a sub utilizing the office approved sub list.

Teachers shall make arrangement for their substitutes and should provide updated and current substitute folder which contains approved contents (refer to teacher handbook). **Substitutes for all employees shall be called by the teacher.**

Only those sub-teachers on the current list supplied by the office shall be called.

Compensation

Substitute teacher compensation shall be as follows:

1. For a long term assignment that will be a minimum of six weeks in length, the Headmaster may recommend that the substitute teacher be paid accordingly per day beginning with the 11th day of the assignment. For subsequent long term assignments lasting a minimum of six weeks and falling within one calendar year of the successful completion of a previous long term assignment in the school system, the substitute teacher may be paid accordingly per day beginning with the first day of the long term assignment.
2. An assigned supply teacher shall be paid according to the certification and years of experience if the assigned supply teacher is under contract.

Professional Development Opportunities/Staff Meetings

DeKalb Academy of Technology and Environment shall seek to provide a total educational plan involving all facets of educational growth. They approve a staff development program of annually planned systematic activities designed to increase the competencies of educational personnel in achieving designed to increase the competencies of educational personnel in achieving desired student outcomes. All activities shall meet the approval of state established criteria.

Administrative and classroom personnel, appointed by the Headmaster, shall be involved in developing plans keeping the following purposes in mind; to implement new educational programs, to revise and refine existing educational programs and to improve the quality and quantity of educational programs available to the students of DeKalb Academy of Technology and Environment.

The results of personnel evaluations of staff development activities shall be used by the planning committee particularly when requests indicate a need.

A. Staff Meetings
Staff meetings and committee work shall be held according to need. Teachers shall attend all applicable meetings scheduled on the school calendar.

B. Extra Duty
Teachers shall be expected to go beyond the regular school day:
1. to efficiently carry out the performance responsibilities as outlined in the job description
2. to serve on local, city-wide and/or any other professional committee as needed and when requested by appropriate personnel
3. to attend meetings related to their job responsibilities

Attendance at professional meetings is encouraged.

Tutoring

A teacher shall not be compensated for tutoring a student that he/she is currently teaching at any grade level without prior approval for the Headmaster or his/her designee. Teachers will be mandated to tutor on selected days, after school.

As a courtesy to students and their parents, a list of available tutors shall be maintained in the office of the administrative assistant for staff development. In no way, however, does the school system approve or endorse tutors.

905 Certification and Evaluation
Effective Date: 11/1/2009

Evaluation

Teaching and Related Professional Personnel
All teachers and other related professional personnel shall be evaluated annually with a specified state evaluation instrument or a locally developed evaluation instrument. Before any evaluation takes place, an employee must have prior orientation and necessary updates to the specific evaluation instrument and process being used.

When a specified state evaluation instrument is used, training shall be provided for each evaluator, and the state evaluation process shall be followed. The only modification shall be that when the Georgia Teacher Evaluation Program (GTEP) is used, a teacher who is to be evaluated every third year in the standard phase may continue to be evaluated in the formative phase at the administrator's discretion. Other Evaluations Tools will consist of local (school) design: technology/engagement rubrics and walk in instruments to meet the specific needs of school's focus.

All evaluation forms shall be signed and dated by both evaluator and evaluatee. An administrator, instructional coach, lead teacher, technology director or his/her designee shall be responsible for each evaluation.

Non-renewal
Non-Renewal of Contract

A professional shall be notified by May 31 if he/she is not going to be offered a contract for the upcoming school year. Notification shall be by certified mail to the last address given to the school system by the employee.

Professional Personnel Separation
Any certificated employee may be legally dismissed at any time during the contractual period for incompetence, insubordination, willful neglect of duties, immorality, inciting, encouraging or counseling students to violate any valid state law, municipal ordinance, or policy or rule of the local Board of Directors; for reduction in staff due to loss of students or cancellation of programs, for failure to secure and maintain necessary educational training, and for any other good and sufficient cause.

Resignation
Except in situations which the employer, in the reasonable exercise of its discretion, deems to be an emergency the contract of an employee shall not be terminated by the employee without written consent of the employer.

In the event that the employee does terminate his/her contract, whether by formal notice or by willful failure or refusal to continue working, the employer may recommend to the Georgia Board of Education that the certification of the employee be suspended in accordance with policies of the Georgia Board of Education and the rules of the Professional Practices Commission.

Under Georgia Board of Education ruling, a teacher who resigns without cause shall violate the terms of his/her contract and shall be disqualified from receiving salary from state funds. This ruling does not apply to military service or to those who have written permission from local authorities to accept another position.

Certification and Re-employment
Certification is a primary responsibility of each teacher, and each teacher shall hold an appropriate state-issued certificate in his/her field in accordance with established guidelines.

If the Professional Standards Commission notifies a teacher during the contract year that he/she is unable to obtain or maintain state certification in his/her field, such notice shall be considered a breach of contract, and the employee's contract shall be null and void.

A teacher shall acquire a master's degree in a field related to educational studies within 10 years of his/her date of employment. Included in the teacher's annual contract shall be a statement indicating this requirement and the date when it shall be met.

The re-employment of appropriately certified teachers shall be based upon the recommendation of the Headmaster to the Board of Directors. When a teacher signs a contract, he/she agrees to comply with all contract stipulations.

Re-employment

Teaching Outside Field of Certification

Teachers who are placed in teaching situations outside of their certified teaching field shall obtain ten (10) quarter hours of work in the new field every twelve-month period until certified in the new field.

Renewal Requirements

The standard requirement to renew a Georgia teaching certificate is ten (10) quarter hours of college credit or the equivalent staff development units earned through state approved agencies' staff development plans specifically approved for certification renewal. The ten (10) quarter hours required to renew a teaching certificate by teachers employed in Georgia schools shall be an area of assessed need, professional growth or advancement as determined by self and external assessment, and approved by the employing Headmaster. (This does not apply to holders of valid life certificates.)

The individual is responsible for keeping a certificate in force and should note the period of time for which it is valid and the expiration date.

Time Schedule

Teachers shall report by the school/Headmaster's office no later than 7:30a.m. The normal workday will start at 7:15 a.m. shall end at 4:00 p.m. Teachers shall sign in and out each day on a sign-in sheet provided in the school/Headmaster's office. Not signing in to report to work will signify reduction in pay and employee reprimand/termination.

The normal workday is 8.5 hours, and the normal work week can consists of a min. of 40hrs. Eight hours of the 8 hour day shall be spent in the school building (for the primary duty of teaching) except for scheduled, approved meetings away from the local school. The remaining ½ hour shall be spent on Duty free lunch. Other duties during working hrs can consists of preparations, meetings, conferences, school – related community activities, grading student work, and extra class responsibilities.

Work Load

Class size shall not exceed accreditation and legal guidelines set forth by the Southern Association of Colleges and Schools, the Georgia Accrediting Commission, and the Georgia Department of Education. Whenever, possible, class size will be adjusted to reflect the best possible instructional environment for students and teachers.

Evaluation – Classified Personnel

Secretarial and Clerical Employees

All employees shall be evaluated annually. Before an evaluation takes place, the employee must have had prior orientation and necessary updates to the specific evaluation instrument and process being used. An evaluation conference shall complete the annual evaluation process. All evaluation forms shall be signed and dated by both evaluator and evaluatee.

The annual evaluation of each secretarial and clerical employee shall be the responsibility of his/her immediate supervisor. If employment ceases before an annual evaluation is completed, the employee shall be evaluated a final time.

906 Working Relationships
Effective Date: 11/1/2009

Relationships with Outside Personnel

- DeKalb Academy of Technology and Environment makes efforts to avoid any risk of compromising its professional independence and objectivity, as well as the future reputation that employees collectively enjoy with a Charter School. Therefore, it is inappropriate for employees to date any outside party with whom they maintain a professional relationship as a representative of the organization (i.e., County School District Board member, State Board member, contractors, and/or vendors).

- If a situation that is in conflict with this policy occurs, employees should notify their supervisor and/or Human Resources professional so that appropriate reassignments or other actions can be made.

Relationships with Colleagues

- It is inappropriate for employees to date those people who are subject to their supervision or with whom they have a reporting relationship.
- Supervisory or reporting relationships covered by this policy include both direct and indirect supervisory responsibility between individuals on an assignment or ongoing basis. Personal relationships in these circumstances can compromise objectivity (in appearance or in fact) in such matters as performance evaluations, promotions and work assignments. They also can create difficulties in maintaining a professional work climate. It is also inappropriate for any DeKalb Academy of Technology and Environment Executive Broad member and other DeKalb Academy of Technology and Environment employee to date.
- If a situation occurs that is in conflict with this policy, employees should notify their supervisor and/or lead Human Resources professional so that appropriate reassignments or other actions can be made.

907 Confidentiality
Effective Date: 11/1/2009

- All employees have a responsibility to protect confidential the DeKalb Academy of Technology and Environment, DeKalb Academy of Technology and Environment and employee and third party information entrusted to them or to which they are otherwise exposed.

- Confidential information is defined as any information or material, not generally available to the public, generated, collected or used by DeKalb Academy of Technology and Environment that relates to its business, research and development activities, or employees. This includes student and third-party information marked as confidential or which is otherwise known to be confidential. If there is any doubt as to whether information obtained in connection with an engagement or other DeKalb Academy of Technology and Environment activity is confidential, the individual should assume it is confidential and treat it as such, unless advised otherwise.

- Employees have personal responsibility to protect confidential information entrusted to them or to which they are otherwise exposed. As a result, all employees must be careful not to disclose any confidential DeKalb Academy of Technology and Environment, student, or third-party information to anyone outside the DeKalb Academy of Technology and Environment, except as authorized. Employees should never use confidential student, third-party or DeKalb Academy of Technology and Environment information for personal gain or advantage. Under no circumstances should an employee discuss with clients matters that concern other clients or engagements without the express authorization of such other clients.
- Within the DeKalb Academy of Technology and Environment, disclosures of confidential information should occur only on an as-needed basis. If an employee leaves DeKalb Academy of Technology and Environment for any reason, he/she should return all DeKalb Academy of Technology and Environment and student or third-party materials acquired during his/her association with the DeKalb Academy of Technology and Environment. An employee's obligations with respect to confidential information apply even after association with DeKalb Academy of Technology and Environment ends.

Additional Provisions for Employees

- DeKalb Academy of Technology and Environment employees may be required to sign additional documents that more specifically implement or supplement these confidentiality requirements. This also includes termination certificates, should the employee leave DeKalb Academy of Technology and Environment. Clients or third parties may impose additional confidentiality obligations to the extent that DeKalb Academy of Technology and Environment employees are exposed to their information. The project manager will advise on how to comply with such obligations as they arise.

- It is DeKalb Academy of Technology and Environment's policy to maintain strict control over entrance to our offices and schools, access to work locations and records, computer information, and cash or other items of monetary value, the DeKalb Academy of Technology and Environment employees who are assigned keys, given special access, or assigned job responsibilities in connection with the safety, security, or confidentiality of such records, material, equipment, or items of monetary or business value will be required to use sound judgment and discretion in carrying-out their duties, and will be held accountable of any wrongdoing or acts of indiscretion.

908 Illegal Activities
Effective Date: 11/1/2009

- DeKalb Academy of Technology and Environment is committed to the highest level of ethical and legal conduct and expects that from all employees. Engaging in illegal activities of any sort may be the basis for termination of employment or other appropriate action.
- In compliance with the U.S. Drug-Free Workplace Act of 1988, if an employee performs work in connection with a Government contract, the employee must notify DeKalb Academy of Technology and Environment of any drug-related criminal conviction for a violation occurring in the workplace within five days of such conviction as a condition of employment. Additionally, the unlawful manufacture, distribution, transfer, dispensation, possession or sale of any controlled substances is strictly prohibited.

909 Political Activities
Effective Date: 11/1/2009

- DeKalb Academy of Technology and Environment supports community involvement among employees as private individuals. The following guidelines govern participation in political activities:
- Political activities should not interfere with DeKalb Academy of Technology and Environment's obligations.
- The solicitation of DeKalb Academy of Technology and Environment or client personnel for political causes/activities is prohibited.
- The use of DeKalb Academy of Technology and Environment equipment and services for purposes other than DeKalb Academy of Technology and Environment business is prohibited. Any activity that may be seen as a conflict of interest is prohibited.
- All applicable laws must be observed.

- DeKalb Academy of Technology and Environment does not endorse political activities that an employee undertakes as a private individual. Use of the DeKalb Academy of Technology and Environment name to endorse a political activity or event is not permitted. In undertaking any political activity, employees should consider and avoid any involvement that might adversely affect DeKalb Academy of Technology and Environment's image or place DeKalb Academy of Technology and Environment's name in a partisan political posture. As a guideline, the higher an individual's level of responsibility in the organization, the more difficult it is to disassociate the individual from the organization in political activities.
- Any questions related to whether a particular political activity is appropriate under the guidelines above should be referred to a Human Resources Representative or DeKalb Academy of Technology and Environment's Board of Directors before the employee becomes involved in the activity.

910 Reporting Unlawful or Unethical Activity – Prohibition against Retaliation
Effective Date: 11/1/2009

- DeKalb Academy of Technology and Environment is committed to conducting its business free from unlawful, unethical or fraudulent activity. DeKalb Academy of Technology and Environment has established mechanisms for reporting such activity and prohibits retaliation or other adverse employment action against an employee for reporting such conduct.
- DeKalb Academy of Technology and Environment does not condone and will not tolerate any unlawful, unethical or fraudulent activity in its business. DeKalb Academy of Technology and Environment is likewise committed to compliance with all applicable securities laws and regulations, accounting standards, accounting controls and audit practices.

Reporting Responsibility

- All DeKalb Academy of Technology and Environment personnel have a responsibility to report promptly any potentially unlawful, unethical or fraudulent activity that may relate to DeKalb Academy of Technology and Environment business activities, including any concerns about questionable accounting or auditing matters or other activity that violates law.

911 Personal Property
Effective Date: 11/1/2009

- Employees are responsible for safeguarding their own personal property in the office or while on assignment. The company does not carry insurance on personal items, including cash, and accepts no responsibility for their loss. Homeowners' or renters' insurance policies may include some coverage of personal property.

912 Voice Telecommunication Acceptable Use
Effective Date: 11/1/2009

- All DeKalb Academy of Technology and Environment employees are expected to exercise good judgment and act in a professional manner whenever using voice telecommunication resources. Be aware that disciplinary actions, ranging from limiting telephone access to dismissal from the DeKalb Academy of Technology and Environment, may result from failure to adhere to this policy.
- All employees need to be aware of the risks and substantial cost to the company associated with improper voice telecommunication usage. Employees should remember that how they communicate via the telephone system and voice mail reflects on themselves and the company. As a result, employees should always use language that reflects positively on themselves and the company.
- Prohibited Activities: The following activities are prohibited when using the company's voice telecommunication resources:
- Calling phone numbers or telephone services dealing in content that may be considered obscene, pornographic, sexually explicit or discriminatory and inappropriate.
- Forwarding any voice mail that may be considered libelous, slanderous, threatening, and abusive or forwarding any message that may be construed as such.
- Sending or otherwise participating in forwarding of chain voice messages. Chain voice messages are defined as messages that encourage the resending or forwarding of messages not related to company business.
- Placing or accepting collect calls or third-party calls from any of the company's locations.
- Personal Use: With the tremendous reliance on the global company voice telecommunications system, it is important that proper usage is followed so that the company’s resources are available to conduct the day-to day business of delivering service to our clients. The company's telephony system should be used for business purposes, but it is acknowledged that occasional personal use may occur in a local call area.
- Excessive use of the telephone system for calls of a personal nature is prohibited. While the company recognizes the necessity of limited calls for personal use, the company monitors call usage for possible abuses.
- Distribution of company toll-free numbers for personal use is not allowed under any circumstances. Toll-free numbers should not be distributed to any individuals that do not have a business association with the company.

913 Employee Compliant
Effective Date: 11/1/2009

- The DeKalb Academy of Technology and Environment always attempts to maintain a positive, productive working atmosphere. There are, however, occasions when problems or complaints arise. When this occurs, it is important that these matters be addressed so that a solution can be reached. The DeKalb Academy of Technology and Environment cannot assist an employee with job related concerns unless they are made known.
- The DeKalb Academy of Technology and Environment has adopted a procedure to handle problems and complaints relating to the employee's position and working environment. Employees should exhaust the complaint procedure, outline below, before asserting rights in any other from:
- A complaint or concern, with regard to the job, should immediately be discussed with your Department Supervisor.
- If the matter is not satisfactorily resolved by the Supervisor, meet with the appropriate Administrator (i.e. Headmaster, Regional Director, etc) who will attempt to work out a satisfactory solution.
- If a reasonable solution is till not achieved, speak to the DeKalb Academy of Technology and Environment's Board of Directors.
- We encourage employees to bring problems to the Supervisors and the use the internal compliant procedure outlined. Management will listen to all employee concerns with respect and do its best to achieve a fair resolution.
-

In accordance with the Georgia Board of Education and Georgia law, all certified personnel shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible.

The Board of Directors encourages all employees to resolve their complaints informally in a spirit of collegiality when possible. This policy is available when such efforts do not succeed or when, for any other reason, a certified employee desires to pursue this procedure.

1. Definitions

a. Compliant means any claim by a certified employee who is substantially affected in his or her employment relationship by an alleged violation, misinterpretation, or misapplication of statutes, policies, rules, regulations, or written agreements with which the school system is required to comply.
b. Complainant means the certified employee filing a complaint.
c. Administrator means the individual designated by the school system to preside over and make decisions with respect to a specific complaint. In the absence of any other designation, the Headmaster shall be the level one administrator with respect to all teachers, coaches, and other certified personnel assigned to a particular school. For all other certified employees, the Headmaster shall be the level one administrator.

2. **Right to Make Complaint: Scope**

Any certified employee who is substantially affected in his or her employment relationship by an alleged violation or misapplication of statutes, policies, rules or regulations governing the school system shall have the right to pursue a complaint. However, the complaint procedure shall not extend to the following:

a. Termination, non-renewal, demotion, suspension, or reprimand of any employee as set forth in the Fair Dismissal Law, O.C.G.A. 20-2-940, et. seq.
b. Personnel evaluations and professional development plans pursuant to O.C.G.A. 20-2-210 and job performance
c. Revocation, suspension, or denial of certificates of any employee as set forth in O.C.G.A. 20-2-790 et. seq.
d. Complaints with respect to the employment contract.

3. **Level One: Presentation/Contents**

The complaint shall be presented in writing to the level one administrator within 10 calendar days of the incident or matter for which the complaint is filed. The written complaint shall include the following:

a. Complainant's mailing address to which notices and all other documents may be mailed
b. Intent of complainant to utilize this complaint procedure
c. Reference or description of statute, policy, rule, or regulation, alleged to have been violated or misapplied.
d. Brief statement of the facts reasonably calculated to show how such statute, policy, rule or regulation was violated or misapplied and how it substantially affects the employment relationship of the complainant
e. Statement of the relief desired

4. **Level One: Filing/Hearing/Decision**

The level one administrator shall stamp/write the date of filing on the complaint. The administrator shall give notice to the complainant of the time and place of the hearing, either by mail or by hand delivery of a person designated by the Headmaster. When notice is given by mail, it shall be sent by certified mail to the address set forth in the complaint. If no address is included in the complaint, then the notice shall be sent to the complainant's last known address on file with board of education.

At the hearing the complainant shall be afforded an opportunity to be heard, to present relevant evidence, and to examine witnesses giving testimony when practicable. The level one administrator shall keep an accurate record of the proceedings by mechanical means and shall preserve the evidence, all of which be available to the parties involved.

A decision shall be made on the complaint within 10 calendar days of the complainant's, and the decision shall be dated. A copy shall be given to the complainant within 20 days of the decision in the same manner provided above for giving notice of the hearing. The decision shall be dated and shall set forth the nature of the complaint, the decision made, and a brief statement of the reasons for the resolution reached.

Note: For certified personnel such as Headmasters and central office personnel, the level one administrator shall be the Headmaster. When the initial presentation is made to the Headmaster as level one administrator, any appeal shall be taken directly to the board of education as specified in Section 7.

5. **Level Two: Appeal From Level One to Level Two Administrator**
A complainant dissatisfied with a level one decision shall be entitled to appeal to the level two administrator or designee by filing written notice of appeal with the office of the Headmaster. The appeal shall be filed within 10 calendar days of the date of the level one decision. The level two administrator shall stamp/write the date of the filing on the appeal and shall notify the complainant in writing of the time and place of the hearing in the same manner provided for notice in Section 5.

The level two administrator shall obtain copies of all minutes, documents, and other records relating to the complaint and shall conduct a hearing and render a decision within 10 calendar days of the date of the filing of the appeal.

The hearing may be conducted by any level two administrator's designated representative who shall promptly submit his or her recommendation and filings to the level two administrator for final decision. The level two administrator or his/her designee shall keep an accurate record of the proceedings by mechanical means and shall preserve the evidence, all of which shall be available to the parties involved. The decision shall be written and dated, shall set forth the reasons supporting the decision, and shall be sent to the complainant in the same manner as provided in Section 5.

6. **Level Three: Appeal to Board of Education**
A complainant or level one administrator dissatisfied with the decision of the level two administrator may appeal to the board of education by filing written notice of appeal with the office of the Headmaster. The appeal must be filed within 10 calendar days of the date of the decision. The Headmaster shall stamp/write the date of filing on the appeal. The appeal shall be heard and a determination made by the board of education within 20 calendar days of the date of filing the complaint.

The complainant and administrator shall be entitled to appear before the board of education, or any hearing officer designated by the board, and is heard. The board of education may direct that a pre-hearing conference be held prior to the hearing to identify issues and facilitate presentation. Notice of the time and place of the pre-hearing/hearing shall be given in same manner as provided in Section 5. The proceedings before the board of education or its designated representative shall be recorded by mechanical means and the evidence preserved, all of which shall be available to the parties involved.

7. **Overall Time Limit for Resolution of Complaint**
All complaints including any relevant appeals before the board of education shall be decided within 60 calendar days after a complaint is filed. When a complaint is not processed by the administrator within the time frame stated in this policy, the complaint shall be forwarded to the next level.

8. **Representation**

At the level involving the Headmaster or the board of education, the complainant and the administrator are entitled to have a representative, legal or non-legal, present to assist in the presentation of or response to the complaint. The presence of any individual other than the complainant and the administrator or any lower level is prohibited.

At the board of education level, the board may have an attorney present to serve as the law officer who shall rule on issues of law but who shall not participate in the presentation of the case for the administrator or the complainant.

If the board elects to have an attorney present to assist the board, the complainant shall be notified in writing in the same manner as provided in Section 5 at least 5 calendar days prior to the hearing.

Nothing herein shall be interpreted as authorizing or permitting collective bargaining by or on behalf of any employee or group of employees.

9. **De Novo Determination/New Evidence**

The complainant shall not present additional evidence at any level of the complaint process unless he/she submits the evidence in writing to the administrator presiding over the complaint at least five days prior to the set date for a level two or level three hearing. The board of education, when hearing an appeal from a prior level, shall hear the complaint de novo, i.e. the decision shall be made as if the matter had been considered at that level initially.

Any time a complainant is permitted to present additional evidence that was not presented at any prior level and it is determined that such evidence might have produced a different decision on the complaint, the complaint may be remanded to the previous level for reconsideration, and a decision shall be rendered within 10 calendar days thereafter.

10. **Exhaustion of Remedies/Duplicate Review Prohibited**

All certified employee shall exhaust the procedures and remedies of this policy with respect to all complaints coming within the scope of Section 3. The only exception shall be an appeal under O.C.G.A. 20-2-1160. If a certified employee chooses to make an appeal based on this code, the employee shall be barred from pursuing the same complaint under this policy.

11. **Costs**

All costs and fees shall be borne by the party incurring them unless otherwise agreed upon by the parties involved. The only exception shall be that the local board of education shall be responsible for the cost of preparing and preserving the record of proceedings.

12. **Appeals to Georgia Board of Education**

Appeals from the decision of the local to the Georgia Board of Education shall be governed by Georgia Board of Education Rule BCAEA: Appeals Hearings and O.C.G.A. 20-2-1160.

13. **Reprisal**
A complainant shall not be subjected to any reprisal as a result of filing a complaint under this policy. Should any reprisal occur, the complainant may refer the matter to the Professional Practices Commission.

14. **Effective Date**
This policy shall apply to all complaints related to incidents occurring on or after December 1, 1988.

15. **Repealer**
All policies and parts of policies in conflict with this policy are hereby repealed.

It shall be the policy of the Board to encourage employee input into the decision making process. The Headmaster is authorized to establish such committees as necessary to recommend policies and rules for the proper functioning of the system.

In the development of rules, regulations, and arrangements for the operation of the school system, the Headmasters hall include at the planning stage whenever feasible those employees who will be affected by such provisions.

The Headmaster shall evolve with professional a nonprofessional employee channels for the ready intercommunication of ideas and feelings regarding the operation of the schools.

Personnel records are confidential and shall only be available to employees designated by the Headmaster to have access in order to carry out their job responsibilities.

The board of education believes that all employees should be able to work in an environment free from all forms of discrimination, including sexual harassment. Any such discrimination is prohibited by the board of education, and any violation may subject an employee to disciplinary action.

Unwelcome sexual advances, requests for sexual favors, and other inappropriate conduct of a sexual nature constitute sexual harassment when any of the following occur:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
2. Submission to, or rejection of, such conduct by an employee is used as a basis for employment decisions affecting the employee
3. Such conduct has the purpose of substantially interfering with an employee's work performance or creating an intimidating, hostile, or offensive work environment

An employee who feels that he/she has been subjected to any form of sexual harassment shall address the concern through procedures specified in Policy GAAA: Nondiscrimination and the accompanying rule.

Complaints made to the DeKalb Academy of Technology and the Environment regarding alleged discrimination on the basis of race, color, national origin, and sex or on the basis of handicap, in violation of Title(s) II, VI, IX, or Section 504/ADA, shall be handled according to the following:

1. Any student, employee, or other person alleging a violation as described above shall promptly notify in writing the appropriate equity coordinator who shall in turn provide the equity chairperson with a copy of the written notification.
2. The coordinator shall have fifteen days to investigate the complaint and to attempt resolve the complaint with the complainant and any other persons involved. The coordinator shall detail in writing any action to be taken in response to the complaint and the time frame in which such action will be taken. The coordinator shall furnish copies of this response to the complainant, the equity chairperson, and the Headmaster.
3. If the complaint is not resolved at the conclusion of this fifteen day period or if the complainant is not satisfied with the resolution of the complaint, the complainant shall have the right to refer in writing his/her complaint to the Headmaster within five days of receiving a copy of the written response.
4. The Headmaster shall have fifteen days to review both the complaint and the response and to attempt to resolve the complaint. The Headmaster shall furnish to the complainant a written response either stating his/her approval of the specified action or provide alternative action and the timeframe in which such actions shall be taken.
5. If the complainant is dissatisfied with the response of the Headmaster, then the complainant shall have the right, within fifteen days of receiving the Headmaster's written response, to have the complaint referred to the board. Within this time frame the complainant must file with the Headmaster a written statement requesting that the complaint be referred to the board, indicating the reasons he or she disagrees with the response of the Headmaster, and suggesting action for the school system to take.
6. Within thirty days of receiving of the written request of the complainant, the Headmaster shall present the matter to the board at its regular meeting or at a special meeting called for that purpose. The board shall review the original complaint, the response of the coordinator, the response of the Headmaster, and the response of the complainant. In addition, the board may hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
7. As final authority within the academy, the board shall either uphold the recommendations of the Headmaster or require the academy to take alternative action in response to the complaint. A copy of the action of the board shall be furnished to the complainant as part of the board minutes or as a separate written statement.

8. This procedure is not intended to deprive any employee of any right he/she may have to file a grievance pursuant to any other board policy. This procedure is not intended to provide an alternative process for resolving evaluation and employment disputes where there already exists a due process procedure mandated by state law or Georgia Department of Education regulations including, but not limited to, hearings conducted pursuant to the Fair Dismissal Act of Georgia. The complainant retains the right to contact the Office of Civil Rights with regard to any allegations that the system has violated the statutes described above.
9. This procedure is available to students, employees, and the general public through school board policy manuals available in each school office, each school media center, and the central office.

DeKalb Academy of Technology and Environment
Discipline Policy

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

PURPOSE: This comprehensive policy establishes the discipline and discharge procedures for all school-based and non-school-based employees of the DeKalb Academy o f Technology and Environment. Establishing a comprehensive policy that applies to all employees will avoid confusing and contradictory practices, provide a just and equitable disciplinary process, encourage progressive discipline to regulate and improve employee conduct, and provide notice to all employees that clearly identifies expected conduct and the disciplinary consequences when misconduct occurs.

The Board is vested with the authority to establish terms and conditions of employment and to establish procedures to discipline its employees that engage in acts of misconduct. The following is an outline of the attached comprehensive Employee

Discipline and Due Process Policy:

Sections I Scope and Progressive Discipline: Progressive discipline is a systematic approach to correct unwanted behavior and deter its occurrence by administering disciplinary actions based upon various factors, including but not limited to:

(1) the seriousness of the offense;
(2) the number of times it has occurred;
(3) prior acts of misconduct;
(4) the length of time between infractions
5) the attitude and cooperation of the employee; (6) the employee's work history; and
(7) the totality of the circumstances.

Section II Acts of Misconduct - Five Categories: These identified and defined Acts of Misconduct place employees on notice of conduct that will result in disciplinary action if violated. The Acts of Misconduct are ranked such that the severity of the disciplinary option is increased based on the seriousness of the offense. All Group Five Acts of Misconduct are automatically dischargeable offenses.

Section III Disciplina ry Action: Employees may be disciplined as follows for violating an act of misconduct: (1) written reprimand; (2) suspension without pay; (3) demotion; (4) transfer; (5) receipt of a warning resolution; or (6) discharge.

INTRODUCTION AND SCOPE OF POLICY

The Employee Discipline and Due Process Policy ("Policy") applies to all employees of the DeKalb Academy of Technology and Environment, Inc., except where specifically noted. The Board of Directors ("Board") is a public employer that requires its employees to perform their job duties and responsibilities in a manner that promotes the best interests of the students of D. A. T. E., furthers the goals of D. A. T.E., and results in the highest level of public trust and confidence. In accordance with state law, this Policy grants the authority and responsibility to take disciplinary action against Board employees, up to and including discharge. This Policy also grants the Chief Executive Officer /Headmaster as delegated by the Board, the authority and responsibility to discipline. This Policy is a general statement of disciplinary procedures

I. PROGRESSIVE DISCIPLINE

The Board embraces the concept of progressive and corrective discipline for employees. The Board encourages its managers and supervisors to use progressive discipline when they believe that an employee is amenable to correcting his misconduct. Progressive discipline is a systematic approach to correct unwanted behavior and deter its occurrence by administering disciplinary actions based upon various factors, including but not limited to: (1) the seriousness of the offense; (2) the number of times it has occurred; (3) prior acts of misconduct; (4) the length of time between infractions (5) the attitude and cooperation of the employee; (6) the employee's work history; and (7) the totality of the circumstances. While the Board encourages the use of progressive discipline, circumstances dictate that it cannot be used for every act of misconduct. Therefore, the Board uses progressive discipline at its discretion and does not solely rely on this concept in every instance when taking disciplinary action. While it is not possible to list every act which will or might result in disciplinary action, the actions described in the Acts of Misconduct Section reflect conduct which is deemed to be inappropriate and which may result in disciplinary action. The Acts of Misconduct Section is not exhaustive, but is offered instead to generally provide notice of inappropriate conduct. The Chief Executive Officer, or his designee, may hold that conduct other than that referenced in the Acts of Misconduct Section is improper and warrants discipline. Further, the Chief Executive Officer, or his designee, has the discretion to determine what degree of discipline is appropriate after weighing all the situational factors involved in the misconduct.

ACTS OF MISCONDUCT

Group 1 Acts of Misconduct includes the following minor acts of inappropriate behavior:

1-1 Failing to submit lesson plans or other reports as directed by the Headmaster, Department Head, or Chief Administrator in a timely manner.

1-2 Smoking on school or Board property.

1-3 Failing to display proper identification after being directed to do so.

1-4 Failing to inform the school or assigned work location of absences or tardies in a timely manner without reasonable justification.

1-5 Failing to report to school or assigned work location in a timely manner without reasonable justification.

1-6 Failing to return to work on time after breaks, lunch, or rest periods without prior authorization to extend the time of such breaks, lunch, or rest periods.

1-7 Using paging, cellular, and other electronic devices while supervising students, during instructional time, or at other inappropriate times without authorization.

1-8 Negligently failing to carry out a rule, order, or directive related to the performance of one's duty.
1-9 Treating discourteously anyone in the classroom, on school grounds or assigned work location, or while attending school functions.

1-10 Violating School rules, or Board rules, policies or procedures that result in minor acts of inappropriate behaviors in the classroom, or on school grounds or assigned work location, or while attending school functions.

Disciplinary Options

Written Reprimand

Group 2 Acts of Misconduct includes the following acts of inappropriate behavior:

2-1 Repeated or flagrant acts of Group I misconduct.

2-2 Leaving the classroom, duty assignment, or school without permission.

2-3 Using verbally abusive language on school or Board property, but not in front of students

2-4 Irregular or poor attendance, tardiness, or a pattern of repeated absence or tardiness at a specific time or on specific days of the week or month, or in relation to holidays.

2-5 Negligently supervising students.

2-6 Inattention to duty including, but not limited to, sleeping on duty, or loitering in the work area.

2-7 Insubordination such as the failure to carry out a rule, order, or directive related to the performance of one's duty.

2-8 Posting or distributing written materials on school or Board grounds in violation of Board rules or policies.

2-9 Incompetently or inefficiently performing one's duties. (A teacher's unsatisfactory performance of pedagogical duties should be addressed through a remediation process).

2-10 Using corporal punishment that does not result in the physical contact with a student (e.g., humiliating a student, forcing a student to stand or kneel for an inordinate period of time, forcing a student into a physical position that causes pain, or requiring isolated time outs that violates isolated time out procedures).

GROUP 2 ACTS OF MISCONDUCT

2-12 Violating School rules, or Board rules, policies or procedures that result in acts of inappropriate behaviors in the school, or on the school grounds or assigned work location, or while attending school functions.

Disciplinary Options

- Written Reprimand;
- Suspension Without Pay (1 to 5 days); and/or

Group 3 Acts of Misconduct includes the following acts that disrupt the orderly

Educational process:
3-1 Repeated or flagrant acts of Group 2 misconduct.

3-2 Using school or Board property or services without authorization.

3-3 Using verbally abusive language to or in front of students.

3-4 Using physical restraint on a student that violates physical restraint procedures.

3-5 Making false, inaccurate, or deliberately incomplete statements in an official inquiry, investigation, or other official proceeding.

3-6 Violating confidentiality of employee personnel records, student records, or other school or Board records.

3-7 Violating or failing to perform any duty required by the Board's Code of Ethics.

3-8 Directing, authorizing, allowing or asking an employee to perform services, with or without pay, for unauthorized purposes or accepting the benefits of such performance.

3-9 Having recurrently poor attendance, tardiness, or a repeated pattern of absences or tardiness at a specific time or on specific days of the week or month, or in relation to holidays.

3-10 Using sick leave in an unauthorized manner for purposes other than allowed under Board Rules and regulations.

3-11 Negligently failing to comply with laws or rules governing health, safety or sanitary conditions of a school or Board property.

3-12 Intentionally failing to manage or supervise staff such that the health, safety, or sanitary conditions of a school are compromised.

3-13 Acting negligently so as to damage Board property.

3-14 Engaging in a profession, business, trade, investment, occupation, or other activity that conflicts with an employee's job duties and responsibilities with the Board.

3-15 Transporting any student without written consent from the school and parent or legal guardian of the student.

GROUP 3 ACTS OF MISCONDUCT

3-17 Violating School rules, Board rules, policies or procedures that result in behaviors that disrupt the orderly educational process in the classroom, in the school, and may occur on or off the school grounds or assigned work location.

Disciplinary Options

- Suspension Without Pay (1-15 days); and/or

Group 4 A cts of Misconduct includes the follow ing acts that seriousl y disrupt the orderly educational process:

4-1 Repeated or flagrant acts of Group 3 misconduct.

4-2 Using racial, cultural, ethnic, or religious epithets, or threatening language.

4-3 Assaulting, threatening, intimidating, or physical or verbal abuse, by any employee against any person on school grounds which results in physical contact; or provoking or inciting another person to engage in such conduct.

4-4 Using the office, work site, work locations, work vehicle, work tools, or work materials or supplies to conduct a secondary business, trade or occupation.

4-5 Unauthorized entry onto D.A.T.E.

4-6 Any serious violation of the D.A.T.E. Code of Ethics that may result in direct or indirect financial impropriety, among other things.

4-7 Sexually harassing an employee, student, or individual in violation of the Board's Sexual

Harassment Policy.

4-8 Failing to cooperate with and truthfully answer inquiries of the Board's Sexual Harassment Policy.

4-9 Discriminating against an employee, student, or applicant because of race, color, religion, sex, disability (including, but not limited to, HIV status), national origin, age, or sexual orientation.

4-10 Discriminating in the performance of job duties against any member of the public because of race, color, religion, sex, disability (including, but not limited to, HIV status), national origin, age, or sexual orientation.

4-11 Falsifying any attendance or other employment records, including, but not limited to, signing or swiping another employee's time record.

4-12 Theft or unauthorized possession of school or Board property.

4-13 Excessively poor attendance or tardiness.

4-14 Requesting or taking a leave of absence on fraudulent grounds.

GROUP 4 ACTS OF MISCONDUCT

4-15 Submitting false or fraudulent residency information in violation of the Board's residency policy.

4-16 Retaliating against an employee or student; (a) who reasonably and in good faith has filed a grievance, charge, or complaint regarding the terms or conditions of employment; or (b) against an employee who has properly testified, assisted or participated in any manner in an investigation, proceeding or hearing regarding such grievance, charge or complaint.

4-17 Forging or falsifying official school or Board documents.

4-18 Engaging in any act with the intent of providing inappropriate assistance to a student before, during, or after a test, or engaging in any act that an employee knew or should have known would compromise the integrity of the testing process.

4-19 Soliciting funds for personal gain.

4-20 Fiscal mismanagement or waste of funds.

4-21 Misappropriating any funds of the Board or any other public or private organization.

4-22 Intentionally failing to comply with laws or rules governing health, safety or sanitary conditions of a school or Board property.

4-23 Acting intentionally to damage Board property.

4-24 Negligently supervising students where physical or psychological injury results.

4-25 Using corporal punishment that results in the deliberate use of physical force with a student (e.g., slapping, hitting, pushing, shaking, twisting, pinching, choking, swatting, head banging, or other physical contact; using any type of object or instrument that has contact with a student).

4-26 Violating School rules, Board rules, policies or procedures that result in behaviors that seriously disrupt the orderly educational process in the classroom, in the school, and may occur on or off the school grounds or assigned work location.

Disciplinary Options

- Suspension Without Pay (1-30 days);
- Discharge.

Group 5 Acts of Misconduct includes the follow ing acts that grossly disrupt the orderly educational process

5-1 Repeated or flagrant acts of Group 4 misconduct.

5-2 Absence without leave or authorization ("AWOL").

5-3 Losing one's professional or other license or failing to obtain prerequisites necessary to hold or renew professional or other license.

5-4 Falsifying employment records, or committing other fraudulent acts in attempting to secure employment.

5-5 Involvement in the illegal sale, delivery, receipt, possession, or use of any controlled substance either on or off the job site during hours of employment or non-working time.

5-6 Conviction for an enumerated crime as defined in the Georgia School Code.

5-7 Possessing, carrying, storing, or using weapons or dangerous chemicals on the job when not authorized to do so.

5-8 Soliciting or accepting for personal use any fee or other valuable thing that may be construed as a bribe. That is when such fee, gift, or other valuable thing is solicited by or given to the employee, in hope or expectation of receiving treatment better than that accorded other persons, or using one's office so as to give the appearance of such impropriety.

5-9 Any cruel, immoral, negligent, or criminal conduct or communication to a student, that causes psychological or physical harm or injury to a student.

5-10 Soliciting, commanding, urging, inciting or requesting a sexual act of a student; or intentionally or knowingly engaging in any sexual conduct or act with a student. .

5-11 Reporting to work under the influence of alcohol or illegal drugs.

GROUP 5 ACTS OF MISCONDUCT

5-14 Drinking, using, or possessing alcoholic beverages or illegal drugs, or using legal drugs in a manner not prescribed by a physician, while at work.

5-15 Engaging in any act or conduct prohibited by Board Rules,

5-16 Any communication in the presence of students that portrays person(s) as criminal, immoral, indecent, or lacking in virtue, or intended to incite hatred, violence, abuse, or hostility toward a person or group of persons by reason of or by reference to that person's religion, race, color, ethnicity, nationality, sex, age, disability, or sexual orientation.

5-17 Violating the School rules, or Board rules, policies or procedures which result in behaviors that grossly disrupt the orderly educational process in the classroom, in the school, and may occur on or off school grounds or assigned work location.

Disciplinary Options

- Dismissal; and/or
- Referral to proper authorities for criminal prosecution.

V. TYPES OF DISCIPLINARY ACTION

The types of disciplinary action that may be imposed include the following:

1. Written Reprimand - A formal disapproval of the action(s) of an employee, but which carries no loss of pay or benefits.

2. Suspension - The temporary removal from employment, accompanied by a concurrent and temporary loss of the privileges of employment, including the loss of pay and benefits. The loss of benefits shall include any benefits that would normally accrue during active employment such as vacation and sick days (e.g., health insurance coverage would remain so long as the employee makes appropriate contribution payments).

3. Demotion - The lowering of a position or rank of an employee in either a school or department with the requisite lowering of that employee's pay and benefits equivalent to the level of job duties and responsibilities of the new position.

4. Discharge - The act of dismissal from employment of the Board and the permanent loss of all privileges of employment. Discharge extinguishes any right to reinstatement.

ADP TotalSource
Bottom Line. Your team just got better.™

Job Description Questionnaire

A job description is a written document that identifies a job's title, principal duties, and responsibilities. It outlines the knowledge, ability, skills, and effort required to perform the essential functions of a job, as well as the position's reporting relationships and the physical conditions under which the work must be performed. It is important to note that a job description's validity is directly related to the time and effort spent in creating the description. Job descriptions can prove essential for regulatory compliance and care must be taken to ensure that the description meets the standards imposed by various regulations. For example, the Americans with Disabilities Act (ADA) prohibits employment discrimination against qualified individuals with physical or mental disabilities, qualified individuals known to have a relationship or association with a person who has a disability, qualified individuals with a record of disability, and qualified individuals perceived to have a disability. Under the ADA, the term "qualified" means that the individual satisfies the requirements for the job such as education, experience, skills, licenses, and any other requirements. Qualified also means that the individual can perform the essential functions of the job, with or without a reasonable accommodation. Because job descriptions document the duties and qualifications of a job, they can help you support why you felt one applicant was qualified and another was not, why you pay one employee more than another, or why you terminated an employee for poor performance. Therefore, we ask that you carefully complete this brief questionnaire for each position and return a complete set to your HR Business Partner. If a question does not apply, please indicate so by inserting "N/A" (not applicable). Of course, as always, if you have any questions while completing these questionnaires, please contact your HR Business Partner.

Worksite Employer:	**Date:**
Company Code:	**Department:**
Job Title:	**Shift:**
Location:	**Exempt/Nonexempt:**
Supervisor Name:	**Supervisor Title:**

GENERAL PURPOSE OF THE JOB: Briefly describe the job's primary purpose or contribution to the department or the organization.

ESSENTIAL DUTIES AND RESPONSIBILITIES: List the job's essential or most important functions and responsibilities. Include all important aspects of the job -- whether performed daily, weekly, monthly, or annually; and any that occur at irregular intervals. Also list expected job outputs. (e.g., a receptionist's duties and responsibilities are to answer all incoming phone calls, take messages for the appropriate people, etc.)

ACCOUNTABILITY: Indicate the extent, if any, of the position's accountability for any of the following areas. (e.g., profits, sales, controls of cost, budgets, quality control, etc.)

SUPERVISORY RESPONSIBILITIES:

Does this job have supervisory responsibilities? ☐ Yes ☐ No
Are there subordinate supervisors reporting to this job? ☐ Yes ☐ No
If yes, how many subordinate supervisors report to this job?
What are the names of the departments supervised by this job?
How many employees, in total, report to the subordinate supervisors?
Are there non-supervisory employees who report directly to this job? ☐ Yes ☐ No
If yes, how many employees are directly supervised by this job?

COMPETENCY CATEGORIES: Select the competencies and factors to add to the job description. Check only those competencies that apply to this job, and then select only those factors that apply to this competency within the job.

Intellectual

☐ **Analytical**
- ☐ Synthesizes complex or diverse information
- ☐ Collects and researches data
- ☐ Uses intuition and experience to complement data
- ☐ Designs work flows and procedures

☐ **Design**
- ☐ Generates creative solutions
- ☐ Translates concepts and information into images
- ☐ Uses feedback to modify designs
- ☐ Applies design principles
- ☐ Demonstrates attention to detail

☐ **Problem Solving**
- ☐ Identifies and resolves problems in a timely manner
- ☐ Gathers and analyzes information skillfully
- ☐ Develops alternative solutions
- ☐ Works well in group problem solving situations
- ☐ Uses reason even when dealing with emotional topics

☐ **Project Management**
- ☐ Develops project plans
- ☐ Coordinates projects
- ☐ Communicates changes and progress
- ☐ Completes projects on time and budget
- ☐ Manages project team activities

☐ **Technical Skills**
- ☐ Assesses own strengths and weaknesses
- ☐ Pursues training and development opportunities
- ☐ Strives to continuously build knowledge and skills
- ☐ Shares expertise with others

Interpersonal

- ☐ **Customer Service**
  - ☐ Manages difficult or emotional customer situations
  - ☐ Responds promptly to customer needs
  - ☐ Solicits customer feedback to improve service
  - ☐ Responds to requests for service and assistance
  - ☐ Meets commitments

- ☐ **Interpersonal Skills**
  - ☐ Focuses on solving conflict, not blaming
  - ☐ Maintains confidentiality
  - ☐ Listens to others without interrupting
  - ☐ Keeps emotions under control
  - ☐ Remains open to others' ideas and tries new things

- ☐ **Oral Communication**
  - ☐ Speaks clearly and persuasively in positive or negative situations.
  - ☐ Listens and gets clarification
  - ☐ Responds well to questions
  - ☐ Demonstrates group presentation skills
  - ☐ Participates in meetings

- ☐ **Written Communication**
  - ☐ Writes clearly and informatively
  - ☐ Edits work for spelling and grammar
  - ☐ Varies writing style to meet needs
  - ☐ Presents numerical data effectively
  - ☐ Able to read and interpret written information

- ☐ **Teamwork**
  - ☐ Balances team and individual responsibilities
  - ☐ Exhibits objectivity and openness to others' views
  - ☐ Gives and welcomes feedback
  - ☐ Contributes to building a positive team spirit
  - ☐ Puts success of team above own interests
  - ☐ Able to build morale and group commitments to goals and objectives
  - ☐ Supports everyone's efforts to succeed

Leadership

- ☐ **Visionary Leadership**
  - ☐ Displays passion and optimism
  - ☐ Inspires respect and trust
  - ☐ Mobilizes others to fulfill the vision
  - ☐ Provides vision and inspiration to peers and subordinates

- ☐ **Change Management**
  - ☐ Develops workable implementation plans
  - ☐ Communicates changes effectively
  - ☐ Builds commitment and overcomes resistance
  - ☐ Prepares and supports those affected by change
  - ☐ Monitors transition and evaluates results

☐ **Delegation**
- ☐ Delegates work assignments
- ☐ Matches the responsibility to the person
- ☐ Gives authority to work independently
- ☐ Sets expectations and monitors delegated activities
- ☐ Provides recognition for results

☐ **Leadership**
- ☐ Exhibits confidence in self and others
- ☐ Inspires and motivates others to perform well
- ☐ Effectively influences actions and opinions of others
- ☐ Accepts feedback from others
- ☐ Gives appropriate recognition from others

☐ **Managing People**
- ☐ Includes staff in planning, decision-making, facilitating and process improvement
- ☐ Takes responsibilities for subordinates' activities
- ☐ Makes self available to staff
- ☐ Provides regular performance feedback
- ☐ Develops subordinates' skills and encourages growth
- ☐ Solicits and applies customer feedback (internal and external)
- ☐ Fosters quality focus in others
- ☐ Improves processes, products and services
- ☐ Continually works to improve supervisory skills

☐ **Quality Management**
- ☐ Looks for ways to improve and promote quality
- ☐ Demonstrates accuracy and thoroughness

Organization

☐ **Business Acumen**
- ☐ Understands business implications of decisions
- ☐ Displays orientation to profitability
- ☐ Demonstrates knowledge of market and competition
- ☐ Aligns work with strategic goals

☐ **Cost Consciousness**
- ☐ Works within approved budget
- ☐ Develops and implements cost saving measures
- ☐ Contributes to profits and revenue
- ☐ Conserves organizational resources

☐ **Diversity**
- ☐ Demonstrates knowledge of EEO policy
- ☐ Shows respect and sensitivity for cultural differences
- ☐ Educates others on the value of diversity
- ☐ Promotes a harassment-free environment
- ☐ Builds a diverse workforce

☐ **Ethics**
- ☐ Treats people with respect
- ☐ Keeps commitments
- ☐ Inspires the trust of others
- ☐ Works with integrity and ethically
- ☐ Upholds organizational values

☐ **Organizational Support**
- ☐ Follows policies and procedures
- ☐ Completes administrative tasks correctly and on time
- ☐ Supports organization's goals and values
- ☐ Benefits organization through outside activities
- ☐ Supports affirmative action and respects diversity

☐ **Strategic Thinking**
- ☐ Develops strategies to achieve organizational goals
- ☐ Understands organization's strengths and weaknesses
- ☐ Analyzes market and competition
- ☐ Identifies external threats and opportunities
- ☐ Adapts strategy to changing conditions

Self Management

☐ **Judgment**
- ☐ Displays willingness to make decisions
- ☐ Exhibits sound and accurate judgment
- ☐ Supports and explains reasoning for decisions
- ☐ Includes appropriate people in decision-making process
- ☐ Makes timely decisions

☐ **Motivation**
- ☐ Sets and achieves challenging goals
- ☐ Demonstrates persistence and overcomes obstacles
- ☐ Measures self against standard of excellence
- ☐ Takes calculated risks to accomplish goals

☐ **Planning/Organizing**
- ☐ Prioritizes and plans work activities
- ☐ Uses time efficiently
- ☐ Plans for additional resources
- ☐ Sets goals and objectives
- ☐ Organizes or schedules other people and their tasks
- ☐ Develops realistic action plans

☐ **Professionalism**
- ☐ Approaches others in a tactful manner
- ☐ Reacts well under pressure
- ☐ Treats others with respect and consideration regardless of their status or position
- ☐ Accepts responsibility for own actions
- ☐ Follows through on commitments

☐ **Quality**
- ☐ Demonstrates accuracy and thoroughness
- ☐ Looks for ways to improve and promote quality
- ☐ Applies feedback to improve performance
- ☐ Monitors own work to ensure quality

☐ **Quantity**
- ☐ Meets productivity standards
- ☐ Completes work in timely manner
- ☐ Strives to increase productivity
- ☐ Works quickly

☐ **Safety and Security**
- ☐ Observes safety and security procedures
- ☐ Determines appropriate action beyond guidelines
- ☐ Reports potentially unsafe conditions
- ☐ Uses equipment and materials properly

☐ **Adaptability**
- ☐ Adapts to changes in the work environment
- ☐ Manages competing demands
- ☐ Changes approach or method to best fit the situation
- ☐ Able to deal with frequent change, delays or unexpected events

☐ **Attendance/Punctuality**
- ☐ Is consistently at work and on time
- ☐ Ensures work responsibilities are covered when absent
- ☐ Arrives at meetings and appointments on time

☐ **Dependability**
- ☐ Follows instructions, responds to management direction
- ☐ Takes responsibility for own actions
- ☐ Keeps commitments
- ☐ Commits to long hours of work when necessary to reach goals
- ☐ Completes tasks on time or notifies appropriate person with an alternate plan

☐ **Initiative**
- ☐ Volunteers readily
- ☐ Undertakes self-development activities
- ☐ Seeks increased responsibilities
- ☐ Takes independent actions and calculated risks
- ☐ Looks for and takes advantage of opportunities
- ☐ Asks for and offers help when needed

☐ **Innovation**
- ☐ Displays original thinking and creativity
- ☐ Meets challenges with resourcefulness
- ☐ Generates suggestions for improving work
- ☐ Develops innovative approaches and ideas
- ☐ Presents ideas and information in a manner that gets others' attention

BUSINESS RELATED CONTACTS: List the names and titles of the departments, agencies, or organizations with which the position would normally have contact with in the performance of its duties. State the reason and frequency of the contacts. Do not include the position's supervisor, subordinates, or other in the same department or group.

EDUCATION AND/OR EXPERIENCE: Select the level of education and/or experience needed to successfully accomplish the essential duties of this job.

☐ **Level 1**: No prior experience or training.

☐ **Level 2:** Less than high school education; or up to one month related experience or training; or equivalent combination of education and experience.

☐ **Level 3:** High school diploma or general education degree (GED); or one to three months related experience and/or training; or equivalent combination of education and experience.

☐ **Level 4:** One year certificate from college or technical school; or three to six months related experience and/or training; or equivalent combination of education and experience.

☐ **Level 5:** Associate's degree (A. A.) or equivalent from two-year college or technical school; or six months to one year related experience and/or training; or equivalent combination of education and experience.

☐ **Level 6:** Bachelor's degree (B. A.) from four-year college or university; or one to two years related experience and/or training; or equivalent combination of education and experience.

☐ **Level 7:** Fifth year college or university program certificate; or two to four years related experience and/or training; or equivalent combination of education and experience.

☐ **Level 8**: Master's degree (M. A.) or equivalent; or four to ten years related experience and/or training; or equivalent combination of education and experience.

☐ **Level 9:** Doctoral degree (Ph. D.) or equivalent; or more than 10 years related experience and/or training; or equivalent combination of education and experience.

LANGUAGE SKILLS: Select the level of language (ability to read, write, and speak needed to successfully accomplish the essential duties of this job.)

☐ **Level 1:** Ability to read a limited number of two- and three-syllable words and to recognize similarities and differences between words and between series of numbers. Ability to print and speak simple sentences.

☐ **Level 2:** Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the organization.

☐ **Level 3:** Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to speak effectively before groups of customers or employees of organization.

☐ **Level 4:** Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

☐ **Level 5:** Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

☐ **Level 6:** Ability to read, analyze, and interpret the most complex documents. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to write speeches and articles using original or innovative techniques or style. Ability to make effective and persuasive speeches and presentations on controversial or complex topics to top management, public groups, and/or boards of directors.

MATHEMATICAL SKILLS: Select the level of mathematical skills and ability needed to successfully accomplish the essential duties of this job.

☐ **Level 1**: Minimum Skills: Ability to add and subtract two digit numbers and to multiply and divide with 10's and 100's. Ability to perform these operations using units of American money and weight measurement, volume, and distance.

☐ **Level 2**: Basic Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

☐ **Level 3**: Intermediate Skills: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

☐ **Level 4**: High Skills: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

☐ **Level 5**: Very High Skills: Ability to apply advanced mathematical concepts such as exponents, logarithms, quadratic equations, and permutations. Ability to apply mathematical operations to such tasks as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

☐ **Level 6**: Highest Skills: Ability to comprehend and apply principles of advanced calculus, modern algebra, and advanced statistical theory. Ability to work with concepts such as limits, rings, quadratic and differential equations, and proofs of theorems.

REASONING ABILITY: Select the level of reasoning skills and abilities needed to successfully accomplish the essential duties of this job.

☐ **Level 1:** Minimum Skills: Ability to apply common sense understanding to carry out simple one- or two-step instructions. Ability to deal with standardized situations with only occasional or no variables.

☐ **Level 2:** Basic Skills: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

☐ **Level 3:** Intermediate Skills: Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

☐ **Level 4:** High Skills: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

☐ **Level 5:** Very High Skills: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

☐ **Level 6:** Highest Skills: Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, musical notes, etc.) in its most difficult phases. Ability to deal with a variety of abstract and concrete variables.

COMPUTER SKILLS:

☐ Accounting Software
☐ Database Software
☐ Development Software
☐ Internet Software
☐ Manufacturing Software
☐ Payroll Systems
☐ Spreadsheet Software
☐ Other: ____
☐ Contract Management Systems
☐ Design Software
☐ Human Resource Systems
☐ Inventory Software
☐ Order Processing Systems
☐ Project Management Software
☐ Word Processing Software

CERTIFICATES, LICENSES, REGISTRATIONS: List the licenses, certificates, and registrations that are required to perform the essential duties of this job.

OTHER SKILLS AND ABILITIES:

OTHER QUALIFICATIONS:

LIST SPECIALIZED EQUIPMENT, MACHINES, OR VEHICLES NORMALLY USED IN THE COURSE OF THE DUTIES OF THE POSITION. Explain the type of equipment, purpose, and approximate amount of time used. (DO NOT include common office machines such as typewriters, desk calculators, adding machines, telephones, copy or fax machines.)

PHYSICAL DEMANDS

How much on-the-job time is spent on the following physical activities? Show the time by checking the appropriate boxes below.

	Amount of Time			
	None	Under 1/3	1/3 To 2/3	Over 2/3
Stand	☐	☐	☐	☐
Walk	☐	☐	☐	☐
Sit	☐	☐	☐	☐
Use hands to finger, handle, or feel	☐	☐	☐	☐
Reach with hands and arms	☐	☐	☐	☐
Climb or balance	☐	☐	☐	☐
Stoop, kneel, crouch, or crawl	☐	☐	☐	☐
Talk or hear	☐	☐	☐	☐
Taste or smell	☐	☐	☐	☐

Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	Amount of Time			
	None	Under 1/3	1/3 To 2/3	Over 2/3
Up to 10 pounds	☐	☐	☐	☐
Up to 25 pounds	☐	☐	☐	☐
Up to 50 pounds	☐	☐	☐	☐
Up to 100 pounds	☐	☐	☐	☐
More than 100 pounds	☐	☐	☐	☐

Does this job have any special vision requirement? Check all that apply.

☐ Close vision (clear vision at 20 inches or less)
☐ Distance vision (clear vision at 20 feet or more)
☐ Color vision (ability to identify and distinguish colors)
☐ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
☐ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
☐ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
☐ No special vision requirements

Make notes on the specific job duties that require the physical demands selected above.

WORK ENVIRONMENT

How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	Amount of Time			
	None	Under 1/3	1/3 To 2/3	Over 2/3
Wet or humid conditions (non-weather)	☐	☐	☐	☐
Work near moving mechanical parts	☐	☐	☐	☐
Work in high, precarious places	☐	☐	☐	☐
Fumes or airborne particles	☐	☐	☐	☐
Toxic or caustic chemicals	☐	☐	☐	☐
Outdoor weather conditions	☐	☐	☐	☐
Extreme cold (non-weather)	☐	☐	☐	☐
Extreme heat (non-weather)	☐	☐	☐	☐
Risk of electrical shock	☐	☐	☐	☐
Work with explosives	☐	☐	☐	☐
Risk of radiation	☐	☐	☐	☐
Vibration	☐	☐	☐	☐

How much noise is typical for the work environment of this job? Check the appropriate level below.

☐ Very quiet conditions (examples: forest trail, isolation booth for hearing test)
☐ Quiet conditions (examples: library, private office)
☐ Moderate noise (examples: business office with computers and printers, light traffic)
☐ Loud noise (examples: metal can manufacturing department, large earth-moving equipment)
☐ Very loud Noise (examples: jack hammer work, front row at rock concert)

Make notes on the specific job duties that are affected by the environmental conditions selected above.

ADDITIONAL INFORMATION: Include any other information that will aid in the preparation of an accurate description of this job.

QUESTIONNAIRE PREPARED BY:

Name:
Date:
Title:

Basis for knowledge of job:
☐ Hold job now
☐ Supervise job
☐ Other, explain:

QUESTIONNAIRE APPROVED BY:

Name:
Date:
Title:

The statements herein are intended to describe the general nature and level of work being performed be employees, and are not to be construed as an exhaustive list of responsibilities, duties, and skills required of personnel so classified. Furthermore, they do not establish a contract for employment and are subject to change at the discretion of the employer.

DEKALB ACADEMY OF TECHNOLOGY & ENVIRONMENT
EMPLOYEE ACKNOWLEDGEMENT FORM



The employee handbook describes important information about Dekalb Academy of Technology & Environment, and I understand that I should consult the Owner regarding any questions not answered in the handbook.

I have entered into my employment relationship with Dekalb Academy of Technology & Environment voluntarily and acknowledge that there is no specified length of employment. Accordingly, either I or Dekalb Academy of Technology & Environment can terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state law.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except to Dekalb Academy of Technology & Environment's policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the chief executive officer of Dekalb Academy of Technology & Environment has the ability to adopt any revisions to the policies in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed): _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____