DeKalb Preparatory Academy

Renewal Application
Seeking Renewal from DCSDand the State Board of Education

to Operate in School Year 19/20

Submission Date: August 6, 2018

TABLE OF CONTENTS

Introduction **3**

Submission Procedures **4**

Application Package Checklist **5**

Application Cover Pages **6**
Part I. Proposed Charter School Information 6
Part II. Contact Information 6
Part III. Executive Summary 7

Charter School Renewal Application **8**
Executive Summary 8
Past Performance 8
Proposed Performance 9
Looking to the Future 9

Exhibits Checklist **17**

O.C.G.A. § 50-36-1(e)(2) Affidavit **19**

Assurances Form and Signature Sheet **20**

Documentation of Vote *(Conversions Only)* **23**

CHARTER SCHOOL RENEWAL APPLICATION PACKAGE CHECKLIST

Your Charter School Renewal 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 page 7; the form may not be altered in any way).
  - ❑ **CHARTER APPLICATION** (Your answers to the questions posed on pages 8-11).
    - ❑ 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 and the submission date.
    - ❑ The original must be signed in blue ink. Stamped signatures will not be accepted.
  - ❑ **EXHIBITS** (See list of required Exhibits below on page 12-13).
    - ❑ Required Exhibits should be as limited in size as possible.
    - ❑ All Exhibits must be tabbed both electronically AND physically.
  - ❑ **AFFIDAVIT** (Use the Affidavit Form below on page 14; the Form 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.
  - ❑ **ASSURANCES FORM AND SIGNATURE SHEET** (Use the Assurances Form and Signature Sheet below on pages 15-17; 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 – *FOR CONVERSIONS ONLY*** (Use the form on page 18)
    - ❑ The original must be signed in blue ink; stamped signatures will not be accepted.
- ❑ Your Application Package must be bound with a rubber band and use dividers for sections, exhibits, and appendices.
- ❑ Your Application Package must also include 10 USB drives that includes a:
  - ❑ Microsoft Word version of your Application Cover Sheet
  - ❑ Microsoft Word versions of your Application and Exhibits
  - ❑ Exhibits and Appendices should be hyperlinked within the Application.
  - ❑ PDF Version of your Application Packet in the following order: Cover Sheet, Application, signed Assurances Form, and Exhibits
  - ❑ PDF version of your Locally-Approved Charter School Partners Roles and Responsibilities chart
  - ❑ Excel version of your completed Budget Templates

CHARTER SCHOOL RENEWAL APPLICATION COVER PAGES

Check One: **X** Start-up Renewal ___ Conversion Renewal

When was the original charter term start date? July 1, 2012

How many charter terms has the school been in existence? 1

Name of Charter School: DeKalb Preparatory Academy

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

DeKalb Preparatory Academy

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

Contact Information for the Governing Board Chair

Contact Person: Suzette Arnold Governing Board Chair
Name **Title**

Contact Address: 1402 Austin Drive, Decatur, GA. 30032

Telephone Number: (770) 855-6307

Fax Number: 404-937-2020

E-mail Address: sarnold793@gmail.com

Contact Information for the Person Filling out this Application

Contact Person: Christopher Estes Head of School
Name **Title**

Contact Address: 1402 Austin Drive, Decatur, GA. 30032

Telephone Number: 404-937-2000

Fax Number: 404-937-2020

E-mail Address: cestes@dekalbprepacademy.org

CHARTER SCHOOL RENEWAL APPLICATION

Italicized items reflect that which is specific to DeKalb County School District.

EXECUTIVE SUMMARY

Name of Charter School: DeKalb Preparatory Academy

Proposed Charter Term Length: 5 years

Current Grade Range: K-8 Grade range at the end of the charter term: K-8

Expected enrollment at the end of the charter term: 585

This application was approved by_____Local Board of Education on_____, 201___

For each year of the NEW charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	60	60	60	60	60	60	60	60	60					540
Year 2	60	60	60	60	60	60	60	60	60					540
Year 3	60	60	60	60	60	60	65	65	65					555
Year 4	62	62	62	62	62	65	65	65	65					570
Year 5	63	63	63	64	64	67	69	67	65					585

1. State the charter school's mission and describe why this initiative is important to the *students* it will serve. *Be specific about the needs of the students, as well as the expectations the District and general community holds for a new school.* Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and will continue participating. (350 words or less)

2. Describe the charter school's academic program, specifically focusing on why it is innovative in *DeKalb County School District, and more specifically, about the school students currently attend. How will this school be academically different from the traditional public schools within the community?* Include mention of any waivers of state law and SBOE rule that are needed to be able to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)

3. Describe the charter school's organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) (if applicable*), DCSD and GaDOE*, and the school's community interest and need. (350 words or less)

PAST PERFORMANCE

Complete and attach as Exhibit 5 the Charter School's Annual Report available on the GaDOE's Charter Schools Division website to show the school's performance during each year of your current charter term and include with your charter school renewal application. This Annual Report will be presented to the *DeKalb Board of Education* and the State Board of Education with your charter petition, so please ensure it is accurate

1. Page 12 Provide a narrative describing how the charter school performed in meeting the academic and organizational goals set forth in its current charter contract. In your narrative:
   - Address the school's performance in each year of your current charter term.
   - *Address the school's performance in comparison to traditional schools.*
   - *Address the school's performance in comparison to state expectations.*
   - *You are urged to use the DCSD Charter School Annual Report Poverty Regression Analysis.*
   - You are urged to include any supporting charts, tables, or graphs that provide quantitative data.
   - If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.

2. Page 41 Describe the school's current financial situation. In your description:
   - Include an explanation of financial results
   - Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school. *Merely meeting the minimum expectations of an audit is not an acceptable success.*
   - Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.

3. Page 46_ Provide a brief overview of the school's current governance structure. In your description, you must include:
   - Specific examples of decisions the governing board has made on behalf of the school, *within the following areas of authority; financial, resource allocation, personnel, curriculum and instruction, school improvement, and school operations.*
   - Specific examples of decisions the school leader has made on behalf of the school;
   - How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and
   - The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.
   - *Full responses to the Governing Board Observations conducted by the DCSD Charter Office as Exhibit 30.*

4. Page 53 Describe how the school provides state- and federally-mandated services to **students with disabilities**. Reciting the requirements of law and rule is insufficient. Your description must include the school's practices and procedures to:
   - Evaluate and identify students with disabilities;

- Develop, review, and revise Individualized Education Programs (IEPs);
- Integrate special education into the general education program;
- Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;
- Address student discipline;
- Handle programming disputes involving parents;
- Ensure confidentiality of special education records;
- Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and
- Secure technical assistance and training.
- *Ensure the adequate number and qualifications of SPED staff.*

5. Page 60 Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs. *Describe how student progress is monitored post-exit from the ESOL program, including staff roles, frequency, and types of data/documents reviewed. Identify the thresholds for exiting a student from the ESOL program. Indicate what if any supports and services are provided to students in the post-exit phase.*

6. Page 63 *Explain how the charter school determines which students need remediation in each core content area, and the frequency in which this is monitored.* Describe the methods, strategies, and instructional programs the charter school uses to provide remediation for students at risk for academic failure. *Include how the structure of the day is impacted to provide intentional remediation. Describe your multi-tiered support system (such as RTI), including gifted and talented. The description of the multi-tiered support system should include the specific academic and behavior interventions used for different tiers, who is responsible for such interventions, and for how long and with what frequency certain interventions are tracked prior to referral for special education.*

7. Page 67 Provide the number and percentage of students receiving In-School Suspensions, Out-of-School Suspensions, or Expulsions during the current charter term (e.g., the past 5 years). How does this discipline and dismissal data compare to the Office of Civil Rights data?

	In-School Suspensions		**Out-of-School Suspensions**		**Expulsions**	
Ethnicity/Race	**Number & Percentage of Total Population**					
Latino Hispanic		%		%		%
American Indian		%		%		%
Asian / Pacific Islander		%		%		%
Black / African American		%		%		%
White		%		%		%
Two or More Races		%		%		%
Total Population						

8. Page 68 Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

PROPOSED CHANGES

If the answers given above to questions 1 - 8 reflect a change to any of the following, please provide the rationale for the change:

A. Page 69 **ACADEMIC CHANGES**:
- The academic program and curriculum.
- The use of waivers/innovations.
- School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
- Any assessments being used.
- Any administrative positions.

B. Page 71 **GOVERNANCE CHANGES**:
- The school's governance structure.
- The school's governing board composition.
- The school's relationship with an Educational Service Provider or other Charter Partner.
- The relationship with the local district.
- *The increase of diversity among the members.*

C. Page 71 **FINANCIAL CHANGES**:
- The school's financial structure.
- The school's CFO.
- The school's relationship with any major creditors (e.g., landlords, investors etc.)

D. Page 72 **OPERATIONAL CHANGES**:
- The school's facilities – this should include any proposed expansion or renovations.
- The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2-2066(a)(1)).
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
- *Racial and socioeconomic demographics in an effort to align with the District.*
- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

LOOKING TO THE FUTURE

9. Page 73 Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.

1. **State the charter school's mission and describe why this initiative is important to the *students* it will serve. *Be specific about the needs of the students, as well as the expectations the District and general community holds for a new school.* Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and will continue participating. (350 words or less)**

DPA is a K-8 charter school in DeKalb County with a mission to empower students to cultivate knowledge, think critically, and act collaboratively and compassionately. The vision for DPA is to offer rigorous academic, educationally creative, culturally relevant and engaging learning approaches that prepare students for college and careers. The Academy serves a high percentage of low-income, African-American students in south DeKalb County, that are often marginalized in public education, through the utilization of research-based strategies designed to close the achievement gap.

The vision is realized through Project Based-Learning (PBL); infusion of Audio Video Communications (AVC) modalities across content areas; culturally responsive strategies and materials; frequent use of reliable student data to inform instruction; minimal elementary to middle school transitions utilizing the K-8 model, small learning communities; individualized student support; and extended instructional time designed to meet the unique learning needs of the student demographic. Because DPA is a school of choice, the more than 500 families that seek seats annually have found the academic program, personalization, flexibility, and innovation they seek for their students that is not otherwise available in their traditional district schools.

DPA benefits tremendously from support and collaboration with students, families, and the neighborhood. Under its new organizational model, the board of DPA is now solely comprised of community members, parents, and local school advocates who believe in the mission of the school. For example, collaboration with the community is formalized through health fairs, career days and back-to-school events with the Peace Baptist Church, which provides back-to-school supplies and supports for students and families. Parents also have an opportunity to engage by volunteering for school events and through the Parent Teacher Association. Input from families and community partners collected during the

school's strategic planning process and from the annual stakeholder survey were used to inform the content of this petition. DPA's Parent Advisory Group was also invited to provide input for the content of this petition. DPA expects that stakeholders will continue to engage with both the students and staff throughout the next charter term.

2. **Describe the charter school's academic program, specifically focusing on why it is innovative in *DeKalb County School District, and more specifically, about the school students currently attend. How will this school be academically different from the traditional public schools within the community?* Include mention of any waivers of state law and SBOE rule that are needed to be able to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)**

DPA is committed to providing students with an educational experience that builds academic and 21st Century skills that will prepare them for life-long learning. The school's curriculum is centered on project-based learning with an audio video communications and technology emphasis (AVC) which is unlike any other elementary or middle school program in DeKalb County. Educational research argues that PBL instructional strategies produce positive learning outcomes and increased academic achievement for African American and/or low-income students which constitutes the majority of the DPA student body. The implementation of PBL challenges students to think critically, solve real-world problems, answer complex questions, and take an active role in their learning, classrooms, and communities. Although DPA is currently outperforming the other elementary and middle schools in the Towers Cluster (see Figures 2 and 4), the implementation of PBL will place them on a trajectory to provide an even stronger educational experience.

While most of the training for careers in the film and entertainment industry occurs at the high school (Career Cluster) and collegiate level, DPA has implemented the Audio Video Technology Communications curriculum (AVC) for successful Project Based Learning implementation across all

disciplines and grade levels to provide students with early exposure to these high demand career fields and to help them develop long-term employability skills.

Additionally, DPA offers extended learning time (longer school day and year) which allows students to explore the core content with greater depth and provides additional time to enrich the curriculum for the accelerated learner or to remediate for the student that needs additional support.

DPA will continue utilizing a broad-flexibility waiver to effectively implement the program and make timely decisions on behalf of the school. Specific waivers related to: the school schedule; class size; school day and school year for students and employees; salary schedules; and teacher certification remain vital for institutional success.

3. **Describe the charter school's organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) (if applicable*), DCSD and GaDOE,* and the school's community interest and need. (350 words or less)**

DeKalb Preparatory Academy does not contract with an educational service provider and oversight is executed through the Governing Board structure. The Board is responsible for policy development, making sure the school adheres to all applicable state/federal laws and district policies/procedures, and the successful fulfillment of the charter contract goals including academic performance, operational compliance, and fiscal sustainability. The Board also hires, supervises, develops, and supports the Head of School that is responsible for policy implementation, leading and developing plans that drive performance, executing the mission, and the day-to-day operations. In addition to the Head of School, the leadership team is comprised of a Principal, Assistant Principal, Director of Finance and Operations (DFO), and the Executive Director of Curriculum and Assessment (EDCA). The operational staff members, which includes the Business Manager, Development Coordinator, School Nutrition Manager, and Custodian, reports directly to the DFO. All faculty and other staff members report to the Principal and/or Assistant Principal.

To successfully implement the model, DPA leverages flexibility related to grade bands in order to offer a K-8 organizational configuration. The DPA staffing structure also requires flexibility in order to hire staff members with industry expertise, specifically as it relates to the successful implementation of the AVC modalities.

DPA has enjoyed a collaborative relationship with both DeKalb County School District and the Georgia Department of Education (GaDOE). For example, DPA staff members attend trainings offered by both the District and/or GaDOE on topics related to compliance, PBL, and data reporting to name a few. DPA also relies on the District's Office of Accountability staff members to provide district-wide advocacy and school level support.

DPA has experienced significant support from the community and strong interest from families resulting in a wait-list of 200 students during the 2017-2018 academic year. DPA expects even stronger levels of community engagement and support through partnerships once the AVC framework is fully implemented.

PAST PERFORMANCE

Complete and attach as Exhibit 5 the Charter School's Annual Report available on the GaDOE's Charter Schools Division website to show the school's performance during each year of your current charter term and include with your charter school renewal application. This Annual Report will be presented to the *DeKalb Board of Education* and the State Board of Education with your charter petition, so please ensure it is accurate.

DeKalb Preparatory Academy's Annual Report is attached as Exhibits/Annual Report/Dekalb Preparatory Academy - Annual Report 2017-2.xlsx Exhibit 5.

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

Analysis.

- **You are urged to include any supporting charts, tables, or graphs that provide quantitative data.**
- **If your charter school did not meet all of the goals in its charter contract, explain any mitigating factors to which this can be attributed, and explain how the school plans to address them in the upcoming charter renewal term requested.**

DeKalb Preparatory Academy (DPA) is a charter school currently serving DeKalb County students in grades kindergarten-8 that is seeking its 5-year renewal with this application. The school opened in 2012 with kindergarten through 4th grade and has added one grade per year. The school reached full capacity in 2016-17 when it added 8th grade. DPA was originally opened under the management of a national for-profit management company (Mosaica Education, Inc.). However, the board severed ties with Mosaica in FY 2015 when DPA had low levels of academic achievement and evidence of poor financial and organizational health. When the board found that the curriculum outlined in the original charter did not satisfactorily align to Georgia standards or promote the student performance goals outlined by the founders, all management services and the Paragon curriculum were removed from the school model. In an effort to quickly address the gaps left by the management of the school, the board hired a consulting firm to oversee the school's third year and facilitate the transition from external management to internal leadership. Since the shift to an internal leadership structure, governing board, and a new academic model took place around charter renewal, DPA's charter contract was extended for two years to allow the school an opportunity to fully execute the new organizational model and build upon the academic and financial improvements that were demonstrated in 2015. Now in its sixth year of operation, DPA has since reorganized to provide the vision, curriculum, leadership, and organizational structure necessary to correct the mistakes of the former management company and provide DPA students with an innovative school program that prepares them for college and career readiness.

As a result of the shift to an internal leadership structure, DPA's academic performance data

demonstrates the capacity of the school to deliver on its mission, accelerate student growth, and remain relentlessly oriented toward high levels of student achievement. For example:

- DPA's middle school received the maximum Progress points (40) for growth on the College and Career Readiness Performance Index (CCRPI) from 2014-2017
- DPA had the greatest increase in CCRPI progress points (27.4) in the metro Atlanta area in 2016 [1]
- DPA has experienced a gradual decrease in the percentage of students scoring at the Beginner Learner Level on the Milestones and an increase in the percentage of students scoring at the Developing Learner level and above for the past three years
- Implementation of Audio Video Technology Communications Modalities with a Project-Based Learning approach
    - Emphasis on whole child development through rigorous social/emotional supports that prepare students to work collaboratively and interact with classmates in order to solve real-world problems as they master state standards.
- Created an Executive Director of Curriculum and Assessment (EDCA) position to bring more attentive oversight to the effective implementation of the academic program and data analysis in 2016
- Created 2 new instructional coach positions for reading and math to provide additional mentorship and in class training for new and inexperienced teachers in 2017. The coaches are evaluated for effectiveness in January and May in alignment with the Winter and Spring MAP assessments. They are gauged based on the performance growth of the teacher(s) classroom in conjunction with that teacher's mid-year and end of year TKES evaluations. Both metrics are used to determine the coaches' effectiveness.
- Established a Math Interventionist position for students

In addition, DPA has a waiting list for seats in kindergarten through second grades and was

[1] Stirgus, Eric. "Which Schools are Making the Greatest Progress?" *Atlanta Journal-Constitution. May 13, 2016. ajc.com*

recently awarded the Discover, Design, Develop (D^3) grant from the Governor's Office of Student Achievement to increase mathematics proficiency by building each teachers capacity to effectively implement the tenets of Project-Based Learning. DPA is now positioned to leverage the success of the school's reorganization to realize their mission for every student.

Curriculum and Instructional Strategy Changes

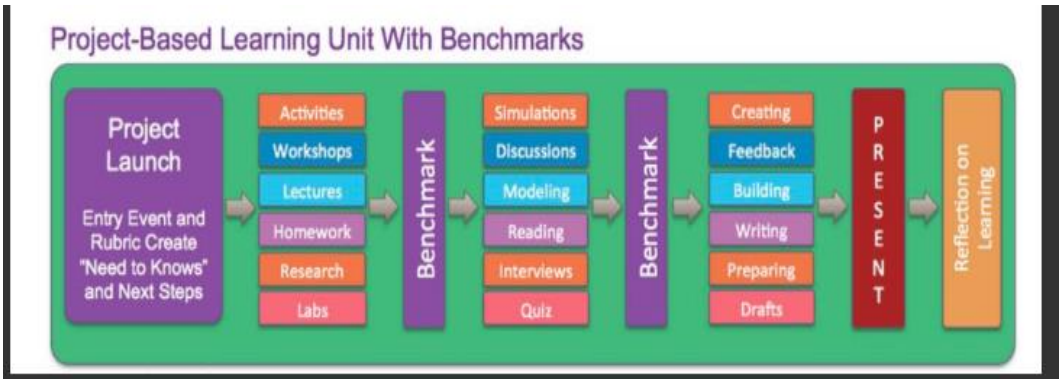
DPA has spent the last three years completely redefining their approach to education in order to better serve students, promote high levels of academic achievement, build the capacity of the instructional team, and develop best practice policies and procedures to increase consistency across the organization. As a result, the DPA model has been redesigned with intentionality to provide an evidenced-based, innovative academic program that differs from other elementary and middle schools in DeKalb County.

Project Based Learning through Audio Video Technology Communications Interdisciplinary Modalities

Georgia has seen consistent growth in the entertainment and film industry over the last seven years. In response to growing concerns that the state does not have a skilled, qualified workforce to meet the increased demands, Governor Deal included the Film, Television & Interactive Entertainment Sector in his 2014 High Demand Career Initiative Report which outlines strategies to create a sustainable workforce infrastructure for Georgia residents. While most of the training for careers in the film and entertainment industry occurs at the high school (Career Cluster) and collegiate level, in 2017-2018 DPA piloted the Audio Video Technology Communications curriculum (AVC) for successful Project Based Learning implementation across all disciplines and grade levels to provide students with early exposure to these high demand career fields. The program will be fully implemented by the end of the 2018-2019 school year.

Project-based learning (PBL) is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative

activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999). Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 1999), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, & Cabral, 1999). To these features, particular models of PBL add a number of unique features. Definitions of "project-based instruction" include features relating to the use of an authentic ("driving") question, a community of inquiry, and the use of cognitive (technology-based) tools (Krajcik, Blumenfeld, Marx, & Soloway, 1994; Marx, Blumenfeld, Krajcik, Blunk, Crawford, Kelly, & Meyer, 1994. The following diagram describes the PBL process that DPA uses:



While Project Based Learning is DPA'S focal point, AVC is the scaffold mean for which PBL is implemented. The research on the effectiveness of teaching AVC to students is centered around how those methods can enhance instruction as an innovative approach to increase effectiveness along with learning the fundamentals of AVC. PBL's effectiveness can be documented through research that shows how to enhance students' ability to benefit from Project-Based Learning, primarily through the introduction of varieties of "scaffolding" (learning aids, models, training strategies) intended to help students become proficient at conducting inquiry activities (which in our case is AVC).

DPA's incorporation of audio video communication is designed to increase student achievement by providing hands on experiences to build adequate competencies that will guide students to effectively integrate AVC technology standards into everyday use. All core content areas integrate audio video

modalities of instruction in order to build capacity for critical thinking, use of technology, and communication skills. The curriculum map includes the guidance for the integration of AVC modalities into each core content area and grade level in alignment with the Georgia Standards of Excellence. The AVC proficiencies have been backward-mapped from the AVC Technology and Film Pathway so all students who choose to pursue that pathway in high school will have the foundational training and experience to facilitate that pursuit. Students use digital media tools (e.g., blogs, wikis, video-conferencing, web quest, etc.) for synchronous and asynchronous collaboration with peers and industry experts to plan, design, and publish a content-specific product as part of the summative assessment measure for each semester.

For example, students in the 7th grade learning about Genetics and Heredity in Science and about Africa's significance in human evolution in Social Studies are encouraged to develop an on-air interview broadcast tying their family or other African American community members' DNA to the ancestral origins of humans in Africa. A student in 2nd grade will blog about changes in the environment and climate (Science) and the economic impact these changes have on the modern farming industry in Georgia (Social Studies) by the end of the first semester.

The AVC approach aligns with the PBL instructional framework by providing grade specific AVC outcomes to drive performance assessments and explorations of a given topic. Students move in progression spiraling on the required grade level standards from year to year, with a full audio-video production (script, videography, editing, producing, etc.) as the final capstone project for 8th grade students.

The role of the AVC teachers have been revamped to provide technology based special/elective classes /training to students on a daily and/or quarterly basis on grade-specific National Educational Technology (NETS-S) Standards and the GaDOE Audio Arts Video Technology Communication CTAE cluster outcomes. DPA's elementary and middle school AVC teachers have experiences in photography, audio, film, and graphic design. The AVC teachers also serve as in-house facilitators to help core content teachers with methodologies/instructional practices to help with interdisciplinary lesson plans that

translate into daily classroom instruction and/or project-based learning implementation.

Teachers have also learned how to design hands-on, learning experiences that are integrated across classrooms and align with the Georgia Standards of Excellence. PBL professional development takes place each school year and the use of audio-video communications (AVC) drives how each student project is framed. As DPA continues to strengthen the AVC program, critical partnerships designed to enhance the academic experience will be explored. For example, the school is currently pursuing a partnership opportunity with the Public Broadcasting Service (PBS) to become a Student Reporting Lab for the middle school. Participants in the Student Reporting Labs develop journalistic inquiry, media and digital production techniques that build critical thinking, problem-solving, teamwork, news literacy, and communication skills.

Culturally Responsive Educational Practices

A critical element of the school's instructional vision and framework for curriculum is rooted in culturally responsive practice. Culturally responsive teaching and learning involves DPA educators: a) developing a knowledge base about cultural diversity b) including ethnic and cultural diversity content in the curriculum; c) demonstrating caring and building learning communities; d) communicating with ethnically diverse students, and e) responding to ethnic diversity in the delivery of instruction. Culturally responsive educational practices have their ties with how teachers effectively and efficiently deliver instruction to culturally diverse students (used to raise the academic performance of African American students). Culturally relevant pedagogy increases student performance because it empowers African American students intellectually, socially, emotionally, and politically by utilizing culture as an influence to convey knowledge, skills, and attitudes (Ladson-Billings, 1995).

Through coaching, continuous professional development, and clearly articulated goals individualized to each teacher, the EDCA engenders sociopolitical consciousness in teachers to affirm views of students from diverse backgrounds. DPA teachers are held responsible for implementing a constructivist approach to teaching and learning, organizing lessons in a way that builds on students' prior

knowledge and beliefs while challenging and expanding familiar knowledge sets. These tenets also reflect Project Based Learning practices. Teachers receive an inventory assessing their level of culturally responsiveness to ensure fairness and equity in assessing the cultural needs, learning styles, and backgrounds of DPA students.

Academic Results

Although DPA did not meet performance expectations on a consistent basis, it has leveraged the flexibility of a charter to outperform local schools and to close the gap between district/state CCRPI and Milestone averages as demonstrated by the tables/graphs below. The implementation of PBL, culturally relevant materials, and targeted, research-based instructional strategies supports student engagement, brings meaning /relevancy to the content, and provides the level of rigor necessary to bolster academic performance.

The intentional use of extended instructional time, afforded through a longer day and year, provide students from low-income backgrounds the additional time for instruction, which research shows is so critical to closing the achievement gap. A small school environment, student to teacher ratio, and Personalized Student Achievement Plan (PSAP) ensure every student has the individualized support s/he needs to meet and exceed goals. The benefits of these programmatic enhancements have resulted in significant academic gains for both the middle school and elementary school.

Accountability

Goal 1: The Charter School will make Adequate Yearly Progress as defined by Georgia state requirements and No Child Left Behind and demonstrate increasing student performance. Students in all Subgroups will demonstrate proficiency and improvement over prior years' performance.

Measure 1: During each year of its charter term, the Charter School will make Adequate Yearly Progress as demonstrated by meeting or exceeding the Annual Measurable Objectives for Mathematics, Reading/English Language Arts and all other requirements as established by the

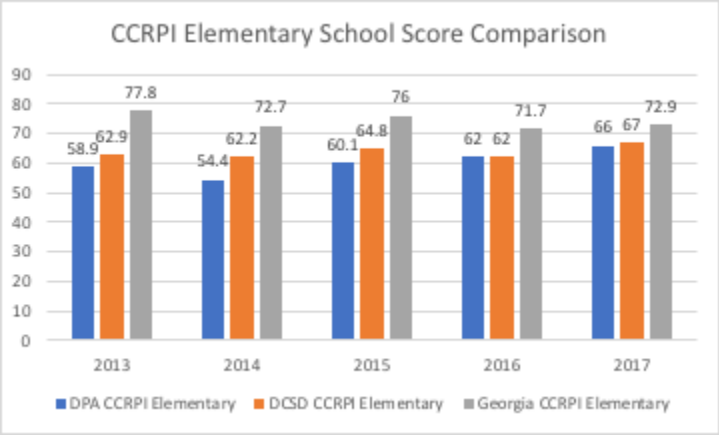
Department each year.

DPA's charter contract was awarded under the Adequate Yearly Progress (AYP) accountability measurement. AYP has since been replaced with the College and Career Readiness Performance Index (CCRPI) as the statewide accountability system and the results are provided below.

CCRPI

As described above, the DPA Board first dissolved its relationship with the management organization and then with the consulting firm by the end of year three. The 2014 CCRPI Single Score shows a slight decrease as compared to the 2013 score due to the EMOs lack of curricular alignment to Georgia standards but increased consistently between 2015-2017. The CCRPI Elementary School score has also increased consistently during the same time frame, closing the gap between DPA's CCRPI performance, DeKalb County Schools, and the state (Figure 1).

Figure 1 CCRPI Elementary School Score Comparison (DPA/DeKalb County/Georgia)



DPA's 2016 CCRPI Elementary School Score was equal to that of DeKalb County and was just one-point shy of DCSD in 2017. In addition, DPA's CCRPI Elementary School score was higher than all of the elementary schools in the Towers Cluster (Snapfinger, Columbia, Toney, Rowland, Peachcrest, and Canby Lanes) from 2015-2017 (Figure 2).

Figure 2 Towers Cluster CCRPI Elementary School Score Comparison

School	2015	2016	2017
DPA ES	60.1	62	66
Snapfinger ES	53.6	50.4	55.3
Columbia ES	57.3	53	60
Toney ES	57.7	54.3	51.4
Rowland ES	54.2	54.9	54.1
Canby Lanes ES	54.9	57.1	62.1
Peachcrest ES	NA	44.1	49.2

Additionally, DPA's elementary school demonstrated strong levels of student growth from 2015-2017 as evidenced by the CCRPI Progress Points. The number of students that exhibited typical and high growth from 2016 to 2017 doubled in both ELA (43, 92) and math (45, 97):

Progress Points	2013	2014	2015	2016	2017
DPA ES	19.6	12.6	29.8	31.2	30.6

One challenge that DPA faced at the elementary school level is the number of students that lack foundational language, literacy, and math skills. Historically, between 25%-35% of students in grades K-2 enters DPA with very limited Pre-Kindergarten experiences. As a result, students lacked basic foundational skills causing huge disparities in early education readiness. Many of the Academy's elementary students enroll one or more grade levels below proficiency in both reading and math.
In an effort to accelerate student growth, DPA became more intentional about the identification of struggling learners and the use of skill-based, flexible learning groups within the classroom and during

extended learning time activities to differentiate instruction and provide targeted support.

To rapidly identify and provide targeted assistance for such learners, after each MAP and bi-weekly assessment, students with proficiency levels of 35% or less are grouped based on their weaknesses per core content domain. Teachers use the prescriptive reports (i.e. Learning Continuums and Student Personal Reports) from MAP to work on core content skills that need to be re-introduced or remediated. This process is repeated and assessed bi-weekly to track the varied levels of mastery. This grouping occurs throughout the school day or during "Power Hour". "Power Hour" was created for elementary school students and occurs during the last hour of the day to provide targeted instruction on specific content standards. Power Hour is provided for all students (Tier I) and the level of mastery is assessed using the biweekly assessments. DPA provides supplemental tutoring (also known as double dosing) which occurs during the school day to provide additional instruction or re-teaching to struggling students. Double dosing instruction in reading and math is for students at the Beginner and Developing Learner level on the Milestones and those reading below targeted Lexile levels who require Tier II and Tier III support. Students receive double dosing during their elective classes to address deficient skills that hinders mastery of grade level content standards.

DPA also implemented a two-week Summer Bridge program in 2018. The goal of the program is to accelerate K-3 readiness by significantly increasing the number of students who are Proficient and/or Distinguished in reading and math by third grade and to provide middle school transition supports for existing students in grades 5-6. In addition to targeted academic strategies related to reading fluency, language development, comprehension, math, and test taking skills, DPA staff members also focused on the "whole child" pedagogy by providing social/emotional/behavioral skill development. The Summer Bridge program was extremely successful with 40 participants. Baseline data collected during the beginning of the 2018-2019 school year will determine the effectiveness of the initiative and how it will be refined for subsequent years.

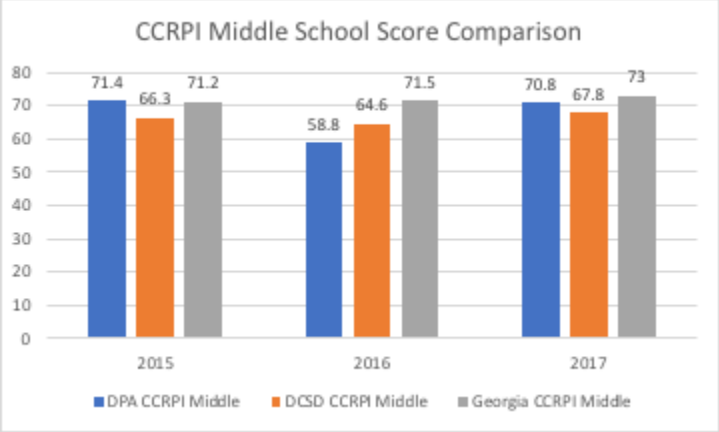
DPA has begun to see the positive impact these strategies have had on the elementary school CCRPI scores, as exhibited by MAP growth correlation data (Appendices/Appendix A/ASG Growth

Comparison Percentages.docx). As the existing strategies are further refined and new intervention techniques are developed, DPA expects to see a continual increase in the elementary school CCRPI score, which will meet and/or exceed state and district averages throughout the next charter term.

DPA's emphasis on growth over time is further evidenced by the middle school's performance, which has allowed the Academy to steepen the growth pattern established during the elementary years. In 2015, the inaugural year of the middle school, DPA's middle school CCRPI score was higher than both DeKalb County and the state. There was a dip between 2015 to 2016 due to an increase in the number of students that enrolled from other schools, many of which were nearly two grade levels behind upon enrollment. However, DPA quickly identified the students that needed more rigorous, targeted supports and implemented many of the strategies described above. As a result, the middle school score increased by 12 points from 2016-2017. The 2017 middle school score was higher than DeKalb and only 2 points below the state.

To further illustrate progressive student growth, in 2015 and 2017 DPA earned the maximum number of Progress Points (40) at the middle school level (Figure 3).

Figure 3 CCRPI Middle School Score Comparison (DPA/DeKalb County/Georgia)



Additionally, DPA's middle school outperformed both Columbia Middle School and Mary McLeod Bethune Middle school on both the CCRPI Middle School score and Progress Points in both 2015 and 2017 (Figure 4).

Figure 4 Towers Cluster CCRPI Middle School Score Comparison

School	2015	2016	2017
DPA MS	71.4	58.8	70.8
Columbia MS	60.2	59.9	60
Mary M. Bethune MS	55.2	54.9	61.7

In addition, the Governor's Office of Student Achievement 2017 Report Card ranked DPA's academic growth as higher than 99% of middle schools in Georgia.

Beating the Odds

DPA Beat the Odds in 2016 but did not Beat the Odds in any other year of the charter term. For both elementary and middle school programs, the target subgroups are African American and low-income students. Given that both of these "subgroups" comprise the majority of the school's largely homogenous population, the strategies outlined within this narrative reflect a school-wide approach to improved instruction and student supports that will achieve the rapid gains necessary to accelerate student performance and consistently beat the odds throughout the next charter term.

Assessments

Academic Goal 1, Measure 2 and Measure 3: During each year of its charter term, the Charter School's CRCT pass rates will meet or exceed the district or state average, whichever is higher. During Years 2-5 of the charter term, the Charter School will surpass the Year 1 baseline percentage of students scoring in the Exceeds category in each grade level and CRCT subject area by an additional 2% per year until the percentage of students scoring in the Exceeds category is at or above 50%. Once the percentage of students scoring in the Exceeds category is at or above 50%, the Charter School will increase the percentage of students in the Exceeds category by 1% per year for the remainder of the charter term in

each grade level and CRCT subject area.

Georgia Milestones

In 2015, Georgia adopted the Milestones test and discontinued the use of the CRCT. As a result, systems and schools across the state saw a drastic decline in student proficiency rates as compared to the previous year's CRCT scores. During the 2014-2015 academic year, DPA's middle school CRCT pass rate was higher than both the state and District and the percentage of students scoring in the Exceeds category (33.9) was higher than the target score (27). Emphasis has been placed on making rapid gains on the Milestones to directly impact the school's CCRPI Achievement score.

DPA has been intentional about identifying and providing appropriate supports for students performing below grade level expectations. With the exception of the 2016 Science scores, the percentage of students scoring at the Beginner Learner level has consistently decreased from 2015 to 2017 across all subject areas and grade levels while the percentage of students scoring at the Developing Learner level and above has increased. In addition, DPA's percentage of students scoring at the Developing Learner level and above has been higher than many other elementary or middle schools in the Towers Cluster from 2015-2017, with the exception of the 2015 middle school Social Studies scores and the 2017 Science results. Some of the most dramatic differences occurred in 2017 as detailed in Figure 5.

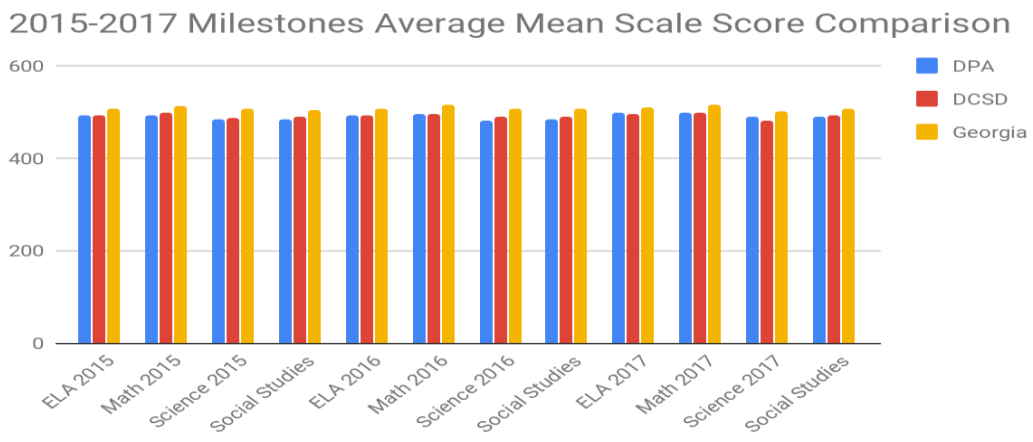
Figure 5 Towers Cluster 2017 Milestones % Developing Learner and Above Comparison

	ELA	**Math**	**Science**	**Social Studies**
DPA ES	56.8%	51.9%	43.0%	38.5%
Snapfinger ES	29.6%	27.4%	29.7%	29.8%
Columbia ES	40.4%	44/5%	20%	33.1%
Rowland ES	39.8%	35.2%	32.8%	33.5%
Peachcrest ES	34.0%	29.1%	24.2%	17.8%
Toney ES	30.7%	28.6%	25%	23.8%

Canby Lanes ES	37.5%	38.6%	24.1%	30.9%
DPA MS	47.3%	48.0%	21.4%	39.2%
Columbia MS	39.6%	37.8%	21.1%	31.8%
Mary M. Bethune MS	36.1%	37.1%	34.2%	33.8%

DPA's Milestones Mean Scale Score averages have also increased in ELA and Math from 2015-2017 closing the gap between the district and state. DPA's 2017 Mean Scale Score average in ELA was higher than DCSD at 497 and 494 respectively and equal to DeKalb's score in Math at 498. DPA's Science and Social Studies Mean Scale Score averages also increased between 2016 and 2017. As a result, DPA's Science score was higher than DCSD at 490.5 and 481 and only 2 points lower than DeKalb in Social Studies at 490 and 492 (see Figure 6).

Figure 6 Milestones Average Mean Scale Score Comparison (data was created using the averages of Gr. 3-6 in 2015; Gr. 3-7 in 2016, and Gr. 3-8 in 2017)



The improved performance of the elementary grades on the Milestones ELA scores is a direct result of DPA's focus on language and literacy development. The effects of low-level reading skills extend beyond the language arts classroom and are likely to manifest as poor academic performance across the curriculum. DPA provides a literacy-rich environment that builds reading fluency to ensure

success in the content area classrooms. In addition to students entering elementary school with limited language development and reading fluency/comprehension skills, another challenge DPA faced is that the teachers lacked a common, structured reading program to support the balanced literacy instructional approach that was aligned to the Georgia Standards of Excellence. As a result, DPA enacted the SuperKids Reading Program for grades K-2 and the Reading Street Program for grades 3-5 to help the instructional staff align the curriculum vertically, effectively teach students how to read, and bridge the gaps in early literacy development. DPA also implemented the use of the Accelerated Reader program for grades K-8 to facilitate student-reading growth and capitalized on opportunities to infuse literacy across all disciplines.

DPA's gains in the school-wide math program are results of the teachers focus on numeracy to ensure that there is a collaborative and comprehensive approach to help students develop number sense, appreciate mathematics, increase reasoning skills, improve mental math skills, and interpret data. The use of PBL as an instructional strategy has also been linked to stronger math and science performance on state assessments due to its emphasis on critical thinking and reasoning. In order to further increase rigor in math, ensure student content mastery, align the curriculum vertically, and accelerate growth, DPA will implement the Pearson Envision math curriculum beginning in 2018 across all grade levels. DPA also created two math interventionist positions to support the strategy. Triumph Learning Coach student workbooks are also utilized to explicitly teach math skills needed for content mastery during regular classroom instruction as well as during Power Hour by all grade level teachers.

The percentage of students scoring at the Developing Learner level or above has consistently increased from a baseline of at least 50% for all tested grade levels and content areas between 2015 and 2017, with the exception of the 2017 science scores. In 2017, EOG Milestones in science and social studies were only required for students in grades 5 and 8 and that change negatively impacted the scores. During that school year, DPA established a baseline for 8th-grade and the 5th-grade class showed gains in both science and social studies. Science continues to be a strategic priority for DPA administrators due to

the low percentage of students that have reached content mastery. Challenges with the science program have prompted the realignment of the curriculum. Previously, DPA's science curriculum was connected to the Paragon curriculum (which was allegedly not aligned with the Georgia Standards). The new curriculum adoption ensures that the revised Georgia Standards of Excellence are addressed across all grade levels and the integration of PBL ensures that students have an opportunity to become actively engaged in the scientific process. Additionally, DPA will implement the USA Test Prep assessment in 2018 across all content areas to benchmark student progress and instructional effectiveness (Appendix B-.Appendices/Appendix B/Kindergarten ELA.docx – *K-8 Examples in Appendix B*)

Performance Target

While there have been incremental gains, DPA acknowledges that in order to meet state and district targets, more students need to perform at the Proficient learner level and above to master core content subject matter skills. In addition to the challenges described above, school leaders noticed that novice teachers experienced difficulty with pedagogical content and/or did not provide proficient depth of knowledge levels in their classrooms resulting in minimal levels of rigor. As a result, teachers received targeted professional development related to deconstructing the standards in all content areas to help build their capacity and to develop more explicit instructional learning targets for use in daily teaching and classroom-level assessments. Additionally, DPA hired a math and a reading instructional coach in 2017 to help alleviate inconsistencies in instructional practices. DPA believes that the additional training and coaching provided to teachers and the increase in rigorous, quality instruction will help the Academy annually meet performance targets (See Figure 7).

Figure 7 DPA Milestones Performance Targets

Subject	**2014-2015**	**2015-2016**	**2016-2017**
	Target/Actual	Target/Actual	Target/Actual
ELA 3	27.0/33.9	61.3/64.5	64.5/61.4
ELA 4	39.0/26.7	60.0/75.0	75.0/74.4

ELA 5	28.0/24.4	57.8/46.2	46.2/83.3
ELA 6	27.5/27.5	67.5/56.4	56.4/66.1
ELA 7	NA	NA	74.2/63.0
Math 3	34.0/17.7	64.5/75.8	75.8/75.4
Math 4	37.0/28.3	68.3/72.5	72.5/82.0
Math 5	41.0/20.0	51.1/56.4	56.4/72.2
Math 6	15.0/15.0	80.0/56.4	56.4/76.8
Math 7	NA	NA	80.6/56.5
Science 3	21.0/27.4	69.4/67.7	NA
Science 4	34.0/13.3	53.3/67.5	NA
Science 5	16.0/11.1	51.1/38.5	38.5/63.9
Science 6	12.5/12.5	50.0/35.9	NA
Soc. Studies 3	19.0/16.1	66.1/74.2	NA
Soc. Studies 4	13.0/10.0	51.7/55.0	NA
Soc. Studies 5	7.0/4.4	53.3/59.0	59.0/68.6
Soc. Studies 6	12.5/12.5	65.0/51.3	NA

MAP

Goal 2: Each year, by subject and grade level, the Charter School will exhibit growth on a total norm-referenced test.

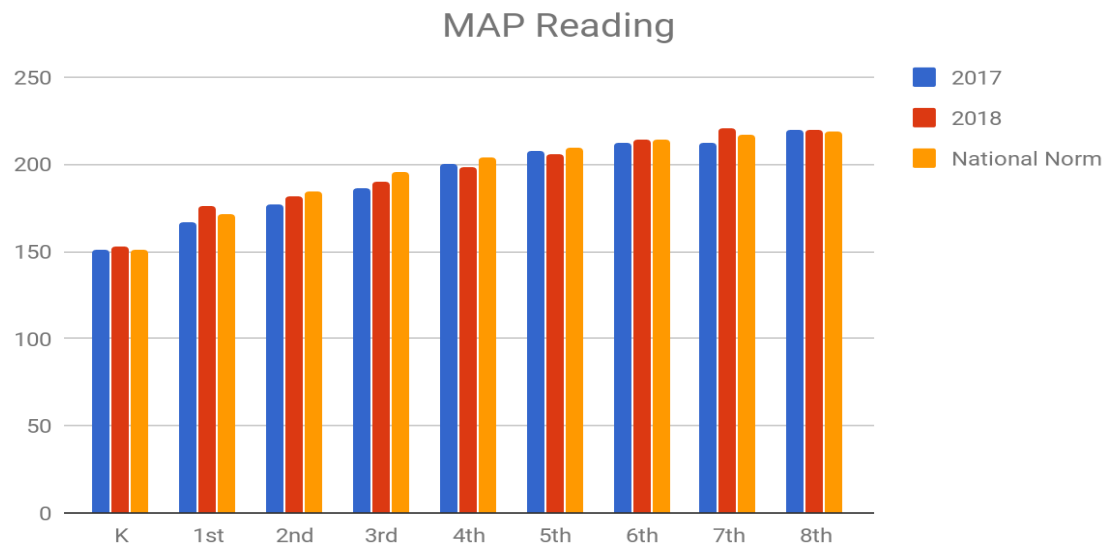
Measure 1: In Year 1 of the charter, all students will make 2.5 NCEs of growth by grade on Reading and Math portions of the Iowa Test of Basic Skills (ITBS) between the beginning and end of Year 1. Each subsequent year thereafter, growth will be 5 NCEs by grade level and subject until the Charter School's score is equal to or greater than the total average.

DPA benchmarks student growth longitudinally three times per year (fall, winter, spring) using

NWEA's Measures of Academic Progress (MAP) assessments. DPA discontinued the use of the Iowa Test of Basic Skills (ITBS) in 2015 and began using MAP in 2016. DPA exhibited growth in 1st grade reading on the ITBS in both the 2014 and 2015 academic years and that trend has continued with the MAP assessment. MAP also serves as the universal screener to identify and/or predict which students need academic interventions for Reading and Math. MAP is computer-adaptive and aligned with the Georgia Standards of Excellence.

Results from the MAP Student Growth Summary Report from Winter 2016/17 and Winter 2017/18 test administrations are provided below. Figures 8 and 9 show the MAP reading and math scores of each DPA grade level over time, compared to national norms for each grade and subject. Based on the Reading Mean Rasch Unit (RIT) score, most students showed growth in Reading with 1st grade demonstrating the highest rate of growth with a 9.5-point increase. Additionally, students in K-1 and 7-8 exceeded the Reading National Norm (see Figure 8). Based on the Math Mean Rasch Unit (RTI) score, students in grades 1-3 and 5-7 showed gains with 7th grade demonstrating the highest rate of growth with a 10.5 point increase (see Figure 9).

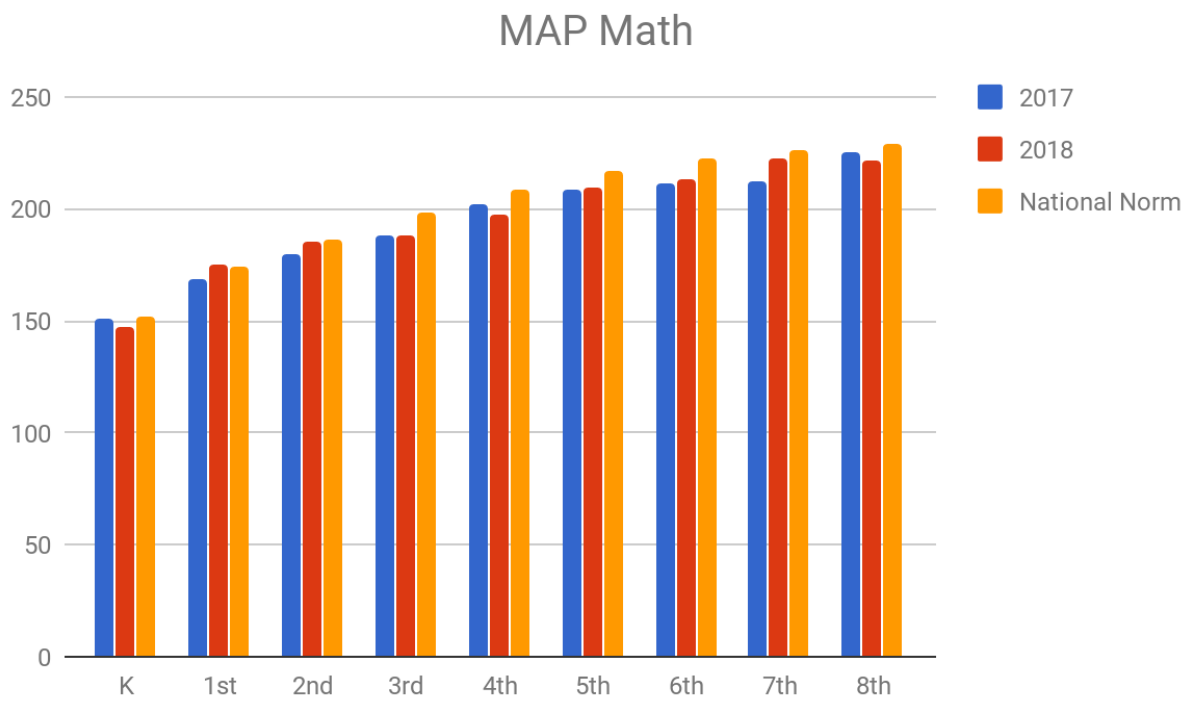
Figure 8 MAP Read



ing

Growth Comparisons

Figure 9 Map Math Growth Comparisons



The preparation and rigorous (DOK Levels) expectations established by Kindergarten and 1st grade teachers, consistent reliance and usage of instructional data, coupled with a structured new reading curriculum (SuperKids) contributed to the increase of growth (Appendix A-).

DPA also exhibited strong MAP Mean RIT scores in comparison to DeKalb County on the Spring 2018 test administration (See Figure 10).

Figure 10 DPA and DeKalb County School District Reading and Math MAP Comparison

Grade	Subject	DPA Mean RIT	DCSD Mean RIT
K	Reading Math	159.3 158	157.3 157.7
1	Reading Math	183 182.2	173.9 176.8
2	Reading Math	189.4 194.3	185.1 192.2

3	Reading Math	193 196.9	191.1 195.4
4	Reading Math	200.4 202.6	198.6 204.5
5	Reading Math	207.6 214.3	204.1 212.1
6	Reading Math	210.7 215.6	206.3 212.8
7	Reading Math	221 224.1	209.6 217.2
8	Reading Math	220.6 221.8	213.8 222.7

DPA outperformed DCSD across all grade levels in Reading. DPA also outperformed DCSD in math across grade levels with the exception of 4th and 8th grades. A strategic goal for the next charter term is for DPA's Mean RIT score to annually exceed DeKalb's score for the spring testing session. In addition, DPA expects that at least 50% of students will pass or exceed their RIT growth goals for the winter and spring test administrations.

MAP testing is not used solely as a metric to track students' progress but to also inform teachers' instructional strategies. MAP scores provide details into how well each student is learning if the current instructional strategies are effective, and what changes need to be made to ensure student progress. Teachers also use MAP data to develop flexible learning groups and to make recommendations about how to optimize extended learning time. DPA also utilizes MAP's Learning Continuums that provides prescriptions to address student-learning gaps. DPA also utilizes Study Island in both the elementary and middle school, which leverages MAP assessment results to create learning pathways that are unique to each student. Lastly, Personalized Student Achievement Plans (PSAP) are used (teachers provide students with their individualized MAP Student Growth Personalized Plan and measures) to measure growth within and across years, as well as inform interventions and support. This comprehensive use of student data allows the staff to identify individual students who may need additional assistance to reach

the next level of proficiency, as well as identify overall patterns of student achievement across and within grade levels.

Additional Strategies

During the past three years, the focus of the entire staff has been to work as a team to support student growth and improve academic performance. The staff participates in regular and ongoing professional development that is highly responsive to student needs. In order to better support students, an array of schoolwide practices that promote stability and ensure individual attention are in place at DPA and the impact of these strategies can be seen in the academic gains made at both the elementary and middle school levels. These strategies will be continued and further refined during the next charter term:

Data-Driven Decision Making

The growth exhibited by DPA students, as evidenced by the increasing CCRPI scores and Milestones gains, is a direct result of targeted strategies designed to accelerate growth. The school also developed procedures and policies to help eliminate inconsistencies in instructional practices and increase teacher efficacy in collecting and analyzing student data to make informed instructional decisions. In addition to the curricular overhaul that occurred once DPA separated from Mosaica and the effective implementation of PBL as an instructional strategy, the Academy began to leverage data-driven decision making to structure instruction, implement best practices, identify learning gaps, and develop meaningful interventions. Teachers design instruction to the individual needs of students as well as develop checkpoints (every two weeks) to obtain levels of mastery based on the results of MAP, Milestones, and USA Test Prep (beginning in 2018/19). Academic coaches create bi-weekly assessments for core content mastery. This assessment data is shared with the student and his/her parents to inform parents of student (s) progress. All data is collected by the Executive Director of Curriculum and Assessments (EDCA) and collaboratively reviewed by the administrative team to track, monitor, and set school-wide/grade level goals as well as individual student goals. Quarterly data days provide pupil-free days for teachers under the guidance of the leadership team to evaluate available data from the previous quarter and inform the

instructional processes to be used in the subsequent quarter.

Mitigating Factors not previously discussed

As described above, DPA enacted targeted intervention strategies to accelerate student growth and affect higher levels of student achievement despite the challenges related to curriculum alignment, rigor and teacher effectiveness, differentiation, and early education readiness. DPA's challenges were further exacerbated by high levels of teacher and leader turnover. As previously mentioned, DPA separated from Mosaica Education Inc. in FY 2015 due to low academic performance and financial reporting challenges. Teachers did not have the support or resources needed to effectively implement the instructional strategies or curricula that would facilitate student success. Professional development for teachers was either low quality or non-existent. The flat salary schedule didn't include increases for returning staff or any difference in pay scale for experience or education and contributed to challenges in recruiting and retaining high-capacity staff. As a result, DPA had high teacher turnover rates during this charter term.

Realizing the impact that high levels of teacher attrition can have on student achievement and organizational culture, DPA Board members and school leadership focused their attention on developing strategies to stabilize the staff. DPA implemented retention bonuses, and a new salary schedule that considers experience. In addition, a clear annual calendar for evaluation and contracts helps all staff to know what they need to work on and what roles are available for the subsequent year. To ensure DPA retains top talent, they have also implemented regular coaching sessions, data analysis meetings, and observations (utilizing the TKES and the Effective Learning Environment Observation Tool) to build capacity and increase the percentage of teachers scoring at the proficient level or higher on TKES from 60% to 80% by June of 2019. All of these processes provide for a more competitive and stable environment from which to recruit. DPA has also refined its external recruitment strategy that includes a more deliberate vetting/selection process to ensure candidates are mission-aligned and committed to long-

term student growth. DPA teachers and staff participate in rigorous, ongoing professional development (PD) throughout the school year including an induction for newly hired teachers. This commitment to professional development is a cornerstone of DPA's efforts to create a collaborative environment, which capitalizes on and leverages teachers with demonstrated skills in specific target areas. As previously mentioned, in 2017 DPA hired two instructional coaches, one in ELA and one in math, to provide greater consistency across classrooms by implementing common procedures, coaching and mentorship, and reviewing lesson plans for each grade level. As a result of these efforts, faculty attrition has been significantly minimized.

DPA also faced leadership challenges during this charter term resulting in five Heads of School since the separation from Mosaica. The Academy struggled to identify a mission-aligned, visionary instructional leader with demonstrated success in raising student achievement. The Board has also been reconstituted since the separation from Mosaica and now includes community members from a wide range of professional backgrounds that are equipped to provide effective oversight for all school operations. In 2016, DPA named Christopher Estes as the Head of School. Mr. Estes came to DPA as the middle school principal in 2015. The impact of the partnership that exists between the Head of School and the Governing Board is evidenced by DPA's improved student performance, stabilized teaching and learning community, and positive school culture. Additionally, Mr. Estes developed a leadership team that consists of a Principal, Assistant Principal, and Executive Director of Curriculum and Assessment and Director of Finance and Operations (DFO) that work together to monitor the day-to-day operations.

Overall, the academic gains experienced at DPA are a result of intentionality, focus, and accountability. Despite the obstacles, the school remains relentlessly oriented toward student achievement.

Organizational Results

The path to independent charter school has not been easy, but with the board's decisive leadership, the

school is in its fourth year under a fully executed new organizational structure, and the fiscal health, academic program, and organizational stability have drastically improved. The new board has reorganized the school structure to ensure internal capacity for leadership and accountability, including the creation of a DFO role to serve as CFO, and the appointment of an Executive Director of Curriculum and Assessment (EDCA). The new organizational structure clearly names roles that are held accountable to measurable goals, as well as a coaching and management structure to develop internal capacity. Through localized leadership at the school, the board is able to more efficiently monitor the effectiveness of teachers, staff, and the performance of the HOS. Rather than relying upon the support of third-party vendors, the leadership team now has the skills and support systems in place to deliver on the mission of the school. The HOS manages the leadership team, which includes the principal who oversees teaching staff, an assistant principal, the EDCA who oversees curriculum and accountability, and the DFO who oversees the operational and financial aspects of the school. The changes in organizational structure have caused DPA to operate much more efficiently and allows them to respond to the needs of the students, faculty, and staff more swiftly. These changes, in part, have contributed to the academic gains the school has made and their ability to meet many of the organizational goals set forth in the charter contract as outlined below.

Goal 1: Students will demonstrate a commitment to learning as measured by their attendance and promotion rates.

Measure 1: In each year of the charter, the percentage of students absent 15 days or more shall not exceed 10% and shall improve by 2 percentage points until the percentage of students absent 15 days or more is below 5%.

Measure 2: The school will maintain a daily attendance rate of ninety-five percent (95%) or higher each school year.

Measure 3: The average promotion rate for the school will be 85% or higher annually and the average promotion rate of students who attend in prior years will be 95% or higher annually

Students are more likely to succeed academically if they are in school on a consistent basis. DPA's attendance rates are as follows from 2012-2018:

Academic Year	More than 15 Days Absent (%)
2012-2013	0%
2013-2014	0%
2014-2015	3.2%
2015-2016	8.5%
2016-2017	11.2%
2017-2018	7%

Due to the gradual increase in the number of students missing 15 days or more during the charter term, DPA implemented absence protocols to mitigate chronic levels of absenteeism. DPA's counselor reviews daily attendance records to identify student attendance patterns and then communicates with parents about the absences. The communication process includes a warning letter at the third absence, an in-person conference, and phone calls to parents/guardians of the students who have been identified as being at risk of exceeding the allowable number of absences annually. The effectiveness of the parental communication and regular attendance monitoring has resulted in a decrease in the percentage of students absent 15 days or more during the 2017-2018 academic year. DPA will continually monitor student attendance during the next charter term and modify the existing interventions or add additional strategies as needed to decrease the percentage of students that are absent each year. DPA met the goals related to the daily attendance rate and the average promotion rate.

Goal 2: The Charter School will minimize student attrition and maintain a sustainable enrollment size.

Measure 1: The Charter School will not exceed a minimum student attrition rate of 15% in any year.

DPA met this goal in each year of the charter term, however, beginning in the 2015-16 school year, the Academy experienced higher than normal levels of student attrition due to parental concerns

surrounding school stability and academic performance. The total enrollment dropped from 537 in 2014-2015 to 496 in 2015-2016. In addition to the effective implementation of the organizational and academic changes listed above, DPA made a concerted effort to strengthen the relationship with existing families by conducting exit meetings to better understand their needs and rationale for leaving. DPA also implemented "Coffee and Conversations" with the Head of School to address concerns and answer questions. DPAs Board developed a community engagement plan to reestablish the school as a community partner committed to providing a high-quality education. DPA's efforts paid off resulting in progressive increases in total enrollment and an admission waitlist of 200 students for the 2017-2018 academic year.

Goal 3: Parents will demonstrate high satisfaction with the academic program and the communication of the Charter School

Measure 1: Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.

Measure 2: Each year, 100% of parents will attend at least one parent-teacher conference per academic year.

Measure 3: Each year, 80% of parents will volunteer a minimum of 2 hours per parent per month to the school.

DPA administers the Georgia School Climate Survey annually to assess overall parental satisfaction, however, response rates have been below the targeted 85% but have increased gradually from 2015-2017. Based on the survey results, overall satisfaction levels have been high. DPA will continue to work with the Parent Teacher Student Organization and the Parent Advisory Group to increase

participation rates throughout the next charter term. Due to the transition from Mosaica, DPA does not have parent/teacher conference and parent volunteer data from 2012-2015. However, the percentage of parents that attended parent/teacher conferences and the percentage of parents that volunteer at the school have consistently increased from 2015-2017 as demonstrated by the table below (Figure 11). A strategic priority for DPA is to increase the percentage of actively engaged parents and partners in the Parent Teacher Student Organization by 80% by Spring 2020.

Figure 11 DPA's Parent teacher Conference Participation Rate and Volunteerism

	Parent Teacher Conference Participation rate (%)	**Parent Volunteerism (%)**
2015-2016	85%	50%
2016-2017	90%	75%
2017-2018	94%	80%

Goal 4: Faculty members will demonstrate a commitment to constant learning and professional growth

Measure 1: Each year, every teacher will set and achieve individual professional development goals.

Measure 2: Each year, every teacher will participate in a least one professional conference or other significant professional development opportunity.

Measure 3: Each year, every teacher will conduct and receive peer evaluation with every other teacher in his/her grade level.

DPA met all of the goals related to faculty professional development. Teachers and staff participate in rigorous, ongoing professional development (PD) throughout the school year. During the 2016-17 academic year, the Academy implemented a leadership program to provide increased leadership opportunities and experiences for teachers to advance professionally in the organization. DPA is also committed to increasing the percentage of highly qualified teachers and support staff by 20% by the end of the 2018-2019 academic year through professional learning communities, alternative certification programs, and/or endorsement classes. PD's are determined based on the goals of the school, observation

data, and instructional interest of the teachers. Weekly observations take place by the administrative team and during weekly administrative briefings in which specific areas of growth are discussed and professional developments are designed to meet the needs of the teachers based on deficit areas that have been identified.

Goal 5: The Charter School will be economically sustainable.

Measure 1: Each year, the Charter School will operate in a fiscally sound manner as measured by an external audit.

Measure 2: Actual and proposed budgets for each school year will demonstrate effective allocation of resources.

Measure 3: Yearly balance sheets will demonstrate that the Charter School maintains adequate cash reserves.

Measure 4: The Charter School will meet all Generally Accepted Accounting Practices (GAAP) as demonstrate by external, annual audit reports.

Although DPA has had clean annual audits every year of operation, the school was placed on probation in 2016 for gaps in grant compliance reporting for its opening years. In response to concerns about reliance on external vendors to effectively manage the school's finances, the board reorganized the leadership structure of the school to include a DFO who meets the requirements for a Chief Financial Officer. The DFO, HOS, and Board Finance committee have worked together to improve DPA's financial position, develop strong internal controls, and adopt sound fiscal policies. As a result, DPA:

- Operates in a fiscally sound manner as measured by an annual external audit
- Effectively allocates resources
- Maintains cash reserves
- Meets Generally Accepted Government Accounting Standards as required.

A goal for the next charter term is to utilize surplus funds to boost the school's contingency fund and continue to invest in the project-based learning curriculum. Additional details about DPA's financial position can be found in the response to Question #2 of the narrative.

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

- **Include an explanation of financial results**
- **Detail any financial successes or struggles the school experienced during the current charter term. Include any instances of fraudulent behavior or accusations of fraudulent behavior by school staff, governing board members, or anyone else associated with the school. *Merely meeting the minimum expectations of an audit is not an acceptable success.***
- **Explain how the school will address any struggles discussed above as well as any outstanding debts. Explain how the school will allocate any surplus funds.**

DPA's financial position, internal controls, segregation of duties, and fiscal monitoring has improved significantly over the course of this charter term despite challenges related to grant compliance and the school's former management company. In 2016, DPA was placed on probation for gaps in grant compliance reporting for its opening years. In response to concerns about reliance on external vendors to effectively manage the school's finances, the board reorganized the leadership structure of the school to include a Director of Finance and Operations (DFO) who meets the requirements for a Chief Financial Officer. This role was filled in January of 2016, and the position has enabled the school to develop and implement policies, protocols, and procedures that foster rigorous financial controls to facilitate proactive fiscal health and improved financial resources. The current DFO, Susan Wright, has significant experience and expertise in the financial management of non-profits/schools/government agencies and brings the accountability of a single staff member to the oversight of the school's finances (resume included as Exhibit 23). As a result of Mrs. Wright's leadership and guidance, the school has adopted more rigorous financial controls and segregation of duties. In addition, the Board treasurer continues to collaborate with the DFO in monthly meetings, during which time the finance committee reviews appropriate financial reports and measures.

Another benefit of the revised organizational structure is a HOS who works with the DFO to

create and evaluate alignment to the annual budget. The budget process includes input from the Academic Excellence Committee to ensure the budget is in strategic alignment with the major priorities of the instructional program and DPA's strategic plan. The budget is proposed by the HOS to the finance committee each year in the month of March. In accordance with applicable law and rules, the school holds two public budget hearings prior to its adoption. The budget is then revised to address any concerns or additional considerations before it is reviewed and approved by the Board. Because the finance committee is reviewing budget to actual, other financial reports and bank statements each month, compliance with the budget is ensured throughout the year. Any amendment to the budget must be approved by the Board before the expenses can be authorized by the DFO.

In addition, the finance committee oversees the selection of an independent auditor and the completion of an annual audit. The audit is conducted in accordance with Generally Accepted Government Auditing Standards (DPA has had clean audits every year of operation). The Board has received extensive fiscal training from the Georgia Charter Schools Association and the Georgia Department of Education Finance and Budget Office and is equipped to responsibly oversee the school's finances. The specific roles/responsibilities of each member of the DPA financial team is outlined in the table below (Figure 12):

Figure 12 DPA Financial Team Roles and Responsibilities

Role	**Financial Responsibilities**
Business Manager	● Process purchase orders ● Order supplies and materials ● Prepare invoices for payment ● Assists with report preparation ● File receipts and invoices ● Post deposits into accounting system

	• Process payroll through payroll provider • Maintains asset system and conducts the annual inventory • Monthly management of CIP data • Onboarding processes and new hires • Management of PSC cases
Director of Finance and Operations(acting as CFO)	• Make bank deposits • Review payroll journals • Prepares monthly financial reports and a dashboard for the HOS and the Board • Manage expenses against budget • Print monthly budget to actual and bank statements • Recommend policies for Board approval • Prepares checks through accounting software • Mail checks to vendors • Reconcile bank statements • Administer benefits in partnership with benefits agent • Process GA Teacher Retirement System payments • Process DOE meal reimbursement requests • Grant compliance • Prepare annual budget and any necessary budget amendments

	• Assist HOS in making informed decisions through financial analysis and management to ensure alignment with the strategic vision of the school.
Head Of School	• Approve purchase orders • Authorize payment of invoices • Review bank deposits • Sign checks • Authorize payroll including any adjustments • Review Monthly Financial Reports • Review monthly budget to actual and bank statements • Review and/or make recommendations for the annual budget and any necessary budget • Amendments in consultation with the DFO • Ensure compliance with the school's strategic plan.
Board Finance Committee/Treasurer	• Review and distribute monthly financial reports for the board • Review monthly bank reconciliations • Review monthly budget to actual and bank statements • Review and provide feedback on annual budget • Review monthly financial reports for accuracy • Review and prepare for full board approval of expenditures greater than $5,000

	• Select independent auditor and oversee audit process/completion.

Effective organizational and financial stability at DPA is the result of close oversight of financial activity through deadlines for budgetary and other financial reports with backup documentation available as necessary, regular updates and detailed report reviews with the finance committee, regular review of bank reconciliations, and spot checks of bank statements and other financial reports. Financial oversight also includes tight fiscal policies with appropriate internal controls to avoid overspending or financial leakages. DPA also leases a facility from DCSD for $1 annually further minimizing total spending. Any surplus funds at the end of the fiscal year are reinvested into the academic program or used to build the school's contingency fund. Due to DPA's effective financial management and conservative spending, the Academy has:

- $0 of debt
- $450,000 of cash reserves (approximately 1 month of operating expenses)
- $475,086 projected surplus at the end of 2017-2018 (unaudited)

In an effort to ensure fiscal sustainability, the board's development committee assists in securing additional funds for the school and will support DPA in every way in active participation of attracting additional dollars to the school. This is done through local partnerships, sponsorships, grants, solicitations, and in school fundraising activities. For example, the Development Committee recently created a new annual fundraising campaign called "The Friends of DPA" to acquire additional funds to help support various initiatives throughout the school Additionally, the school received an in-kind donation of two pianos from Pianos For Peace to support the music and arts programs that are being developed. To further support the Academy's fundraising efforts, DPA will hire a Development Director during the 2018-2019 school year. A primary goal for the DPA is to raise $30,000 or more in 2018-2019 and increase the amount by $30,000 each year during the next charter term. The DFO will work with the

HOS to ensure that appropriate accounting protocols are in place to accept philanthropic donations.

3. **Provide a brief overview of the school's current governance structure. In your description, you must include:**
   - **Specific examples of decisions the governing board has made on behalf of the school, *within the following areas of authority; financial, resource allocation, personnel, curriculum and instruction, school improvement, and school operations.***
   - **Specific examples of decisions the school leader has made on behalf of the school;**
   - **How the governing board holds the school leader, any charter partners (ESP/CMO/EMO), and any independent contractors accountable; and**
   - **The governing board's training program for the current and proposed charter term. Attach as Exhibit 6 a copy of the board's Governance Training Plan.**
   - **Full responses to the Governing Board Observations conducted by the DCSD Charter Office as Exhibit 30.**

The governing board is another component of the organization that has undergone increased capacity building. All of the founding board members have rolled off to make space for new directors who represent more diversity in skills sets and networks that can be leveraged on behalf of the board.

The board actively recruits to ensure that at least one seat is designated for an elected parent representative from the Parent Teacher Student Organization (PTSO) in order to enhance communication and engagement between the board and the families served by the school. This focus on engagement of the board to support more informed decision-making and leadership is the direct result of the current board's analysis of operations over the opening years. The governing board will remain autonomous by continuing to adhere to the established decision-making structure which serves as a roadmap in clarifying the roles and relationships between the board and the staff of the school.

Composition

The board is comprised of no fewer than five directors and no more than eleven. Every effort is made to

recruit one elected parent representative. The board annually elects a chair, vice chair, secretary, and treasurer, as described in the bylaws included as Exhibit 2.

Committees

To ensure proper and efficient oversight of all school functions, the board maintains five standing committees- executive committee, academic excellence committee, governance committee, finance committee, and development committee.

Academic Excellence Committee: Oversees the collection and evaluation of student performance data. The committee is also engaged in monitoring the data dashboard, review of budget projections in response to academic needs and trends, and analysis of academic trends to inform goal setting and training for the school leader.

Executive Committee: Evaluates the Head of School and recommends strategic decisions for the school.

Governance Committee: Charged with board recruitment, organizing and planning the board retreat, planning for training activities for the board, and developing a board succession plan for members.

Finance Committee: Develops and adheres to rigorous financial controls and ensures strong budgetary health. This committee initiates the annual audit, and works closely with the Director of Finance and Operations (DFO) to ensure compliance with all fiscal policies. The current committee has been instrumental in its support of developing a DFO position and supporting that staff member through creating systems and policies that ensure effective financial management.

Development Committee: Builds external partnerships, sets fundraising expectations and goals, and tracks progress toward those goals to supplement DPA's district/state/federal funding.

The development, finance, governance, and executive committees are chaired by a board member and may include other board members, appropriate staff members, and/or parent and community

volunteers who are not on the board. Board committees provide a means to audition potential board candidates and continue to engage prior board members who do not have the time to dedicate to a board seat. Ad hoc committees, like the HOS search committee and charter renewal committee, are convened by a majority vote of the board to address a specific, finite need. Should the purview of an ad hoc committee require the committee to convene long-term, the bylaws will be amended.

Recruitment and Onboarding

The board is actively engaged in recruiting high-capacity board members to lead the school to improved performance. The board actively seeks to recruit parents and community representatives in order to facilitate greater engagement and improved communication with parents and community leaders. The board currently has legal, compliance, education, grant management, and finance expertise represented, and seeks to add to this capacity with other local professionals who are mission-aligned and committed to the governance of a high-performing school.

Utilizing the Board Bank and assistance from the Georgia Charter School Association, DPA's Governing Board, DPA will continue to seek diversity within the board by actively recruiting members from the community who can offer different perspectives and varying skill sets that will help propel the school forward. Board members are actively recruited until all seats are filled in accordance with the bylaws. After all director positions are filled, the governance committee will continue to maintain a list of potential board members in order to minimize the number of vacancies at any given time. These candidates are strongly encouraged to participate on a committee as a volunteer until a vacancy arises. Prospective board members are required to complete a background check and meet with the board chair and HOS to determine mission fit and capacity. Any candidate who is deemed a strong fit for the board is recommended by the Governance Committee, and then attends a board meeting to introduce him/herself and observe the proceedings of a meeting. Potential candidates are also invited to attend other informal meetings to learn more about the school and how their skill sets can be best applied. Candidates are then voted upon at the next meeting. All new board members receive an onboarding manual, which includes

the annual board calendar, bylaws, major school events, the charter, and the school's strategic plan.

Terms and Limits

Board members can serve two consecutive, three-year terms with an option to renew for an additional term based on the vote of the Executive committee. Term limits are staggered to prevent excessive Board turnover during any given year and to minimize the loss of institutional knowledge. Any or all of the directors may be removed by a two-thirds (2/3) majority vote of the currently elected directors at any special meeting of the board called for that purpose for reasons as outlined in the bylaws. Any director may resign at any time by delivering written notice of his or her resignation to the chair of the board. Such resignation shall become effective upon receipt thereof. No board member may be paid staff, consultants or immediate relatives of staff or consultants of the organization. Any director who misses two consecutive meetings without written communication to the chair may be withdrawn from service on the board.

Board Decisions

The board is responsible for compliance with the charter, oversight of the school's performance, and advocacy of the school to the community and authorizers. As ambassadors for the school, each board member is expected to actively engage in the school's operation and leverage his/her network and expertise in support of a high-performing school. Several board decisions made on behalf of the school are provided below and additional details can be found in the Partners Roles and Responsibilities Chart included as Exhibit 6:

- Budget development, including a contingency budget, and approval (annually)
- Developed and approved a three-year strategic plan in 2017
- Approved teacher and paraprofessional retention bonuses in 2016
- Modified school calendar to incorporate professional learning days in 2017
- Hired the current HOS in 2016

- Approved the charter amendment/extension in 2016
- Annually approve School Improvement Plan
- Termination of Mosaica contract in 2014
- Reorganized DPA's operational structure in 2014
- Approved establishment of new instructional coach positions to provide additional mentorship and in-class training for new and inexperienced teachers
- Resource development and allocation including fundraising, advocacy, and partnerships (ongoing)
- Identify and cultivate relationships with critical partners (ongoing) including neighborhood pre-schools for incoming Kindergarteners
- Approved a new teacher pay scale in 2017 to improve retention
- Approved summer tutoring, which began in 2018, for students not meeting grade level standards
- Mandated the hiring of a credentialed, AVC professionals to lead the Audio Video Communications component of the academic program.
- Approved the purchase of new reading for K-2 in 2017 and new reading for 3-5 in 2018. Approved a new math program for K-8 beginning in 2018.

Although some of the responsibilities above are standard best practices for charter school governing boards, some of the responsibilities reflect the organization's history and its deliberate actions in building capacity and providing support and guidance for the school's leadership. Annual evaluation, professional development and coaching for the HOS enables the board to ensure the school leader has the accountability and guidance he needs to meet the rigorous goals outlined in the charter contract. Close monitoring of the school's curricular and instructional practices and the data that demonstrates adequate progress toward goals ensures the board can proactively address any impediments to goal attainment.

Head of School Decisions

The established relationship between DPA's Governing Board and staff members ensures a partnership for accountability. The school's leadership team handles daily operations and policy implementation while ensuring school operations and the instructional delivery models are consistent with the charter goals. The HOS is empowered to recommend personnel actions, curriculum models, and adjustments to policies, school improvement plans, and financial plans. In addition, the HOS and his team has:

- Developed a teacher rubric to assess instructional quality and student engagement to provide targeted professional development support for novice teachers in 2016
- Designed and implemented the AVC curriculum in 2016
- Revised faculty professional development plans to bolster achievement and build teacher capacity on an annual basis
- Developed a data dashboard in 2016 that facilitates ready access to school performance measures
- Revised the organizational chart to provide capacity for teacher support and coaching (including a principal, assistant principal for K-8 and EDCA) in 2016
- Adjusted class sizes within each grade level for greater consistency in 2016/2017
- Recommended and oversaw emergency repair services of school's malfunctioning heating systems in January 2016
- D.P.A. 2018-2019 Duties and Responsibilities.doc

Leader and Vendor Accountability

In order to create a culture of continuous professional growth, the DPA Board holds the HOS accountable for school climate, instructional leadership, data-driven decision making, student growth, accountability targets (i.e. CCRPI, BTO) organizational management, human resource management, and community relations by conducting an annual evaluation utilizing the Leader Keys Effectiveness System (LKES). There are currently two Board members with the LKES credentials. At the beginning of each school year, the HOS completes a self-evaluation that identifies specific quantitative and qualitative goals for the year. At the end of the school year, the HOS debriefs with the Chair of the Academic Excellence Committee to discuss accomplishments, progress toward each goal, opportunities for growth/professional development, and strategies for continued Board support. The evaluation is used to help the

board determine the HOS's effectiveness as the school leader, to inform decisions regarding the type and amount of support the HOS may need, to inform policies that affect the leader's performance, and ultimately to determine the direction of the school regarding leadership each year.

Vendor contracts are also evaluated annually by the Finance Committee to ensure the provider services still meet the needs of the school. Three competing proposals are required for all vendor agreements. DPA engages in competitive procurement processes by soliciting on the Georgia Department Administrative Services Procurement Registry for bid solicitation or searching 3 vendors on the DeKalb County School District's procurement website. Quotes are reviewed by an internal committee to determine the most qualified bidder and best price. The internal committee makes a recommendation to Finance Committee and a recommendation is made to the Board for final approval.

Governance Training

All DPA board members participate in annual training in compliance with SBOE 160-4-9-.06. Each year, the board identifies specific learning outcomes and develops a comprehensive, targeted training plan based on those needs to maximize their leadership capabilities (Exhibit 30). Training is conducted by the Georgia Charter Schools Association via webinar or face-to-face. The board has also implemented annual summer retreats to review the prior year's outcomes, complete a self-evaluation, determine goals for the following year, and participate in any training related to the goals set for the school or board. During the course of this charter term, the Board received training related to transparency, governance best practices, board recruitment/onboarding/evaluation, effective use of committees, academic monitoring, charter renewal, financial oversight, and strategic planning. DPA will continue to contract with GCSA for governance training during the next charter term.

DCSD Board Observations

The DCSD Board observation responses are attached as Exhibit 29.

4. **Describe how the school provides state- and federally-mandated services to students with disabilities. Reciting the requirements of law and rule is insufficient. Your description must include the school's practices and procedures to:**
   - **Evaluate and identify students with disabilities;**
   - **Develop, review, and revise Individualized Education Programs (IEPs);**
   - **Integrate special education into the general education program;**
   - **Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section 504;**
   - **Address student discipline;**
   - **Handle programming disputes involving parents;**
   - **Ensure confidentiality of special education records;**
   - **Purchase services from special education vendors or to contract with your local district to provide a continuum of special education services and how this arrangement will work; and**
   - **Secure technical assistance and training.**
   - ***Ensure the adequate number and qualifications of SPED staff.***

The Individuals with Disabilities Education Act (IDEA) mandates students with disabilities enrolled in public schools, including charter schools, are entitled to a Free Appropriate Public Education (FAPE). IDEA regulations include several substantive and procedural requirements regarding the provision of FAPE. Among these requirements is that a student with a disability must receive appropriate regular or special education and related aids and services. The requirement is designed so that the individual educational needs of the disabled student are met as adequately as the needs of non-disabled students. DPA is an inclusive school that provides comprehensive supports to all students with disabilities. The term inclusion means the Academy will provide instruction for students with special needs in the general education class whenever possible, supported by in-class special education (SPED) teachers and accommodations provided to class work, delivery of instruction, and/or the classroom environment. DPA provides these services in accordance with the Least Restrictive Environment requirements of the IDEA and because the school supports and believes that students thrive and learn best

alongside their peers in the general education classes.

Identification and Evaluation

The process used to identify entering and exiting Students with Disabilities is designed to be systematic and responsive, and is based on all applicable laws, regulations, and guidance pertaining to students with special needs (IDEA; GaSBOE 160-4-7-.03). As new students enroll at DPA, parents/guardians are advised by letter that any child who has an existing IEP or may be suspected of having a disability is entitled to special services. The letter includes: Records Release Form to authorize the school to obtain the student's records from his/her prior school and a request for a copy of the IEP. Within two weeks of receiving the IEP, the HOS, Principal, and Special Education Lead Teacher arrange a parent conference or transfer IEP meeting to discuss the IEP. Services are provided based on the existing IEP. For students who do not have an existing IEP upon entering, but demonstrate potential support needs, DPA implements the RTI protocols.

DPA's special education teachers work closely with DeKalb County Schools' Lead Teacher of Special Education (LTSE) to provide services that support the appropriate accommodations each individual student may need. However, DPA recognizes its responsibility to locate, identify and evaluate all incoming and enrolled students in the school who are suspected of having, or known to have a disability so that a free appropriate public education can be made available to all of these students. In addition to identifying students through previous school records, DPA Students with a suspected disability are also identified through the Response to Intervention (RTI) process and parent referral. RTI is a multi-tiered approach to the early identification and support of students with both academic and behavioral needs. For each student in Tier two of the RTI process, the team creates an action plan that identifies (1) specific academic/ behavioral areas of concern, (2) strategies and interventions to be used, (3) the staff member responsible for implementing the intervention and how frequently the intervention will be used, and (4) the date of the next follow-up meeting (typically six weeks). At that meeting, DPA staff members evaluate the student's performance along with the action plan to determine if there has

been a positive response to the intervention. If the student does not make adequate gains or demonstrate growth, he/she receives more intensive (Tier three) supports. If the Instructional Support Specialist determines that the intervention is not enabling the student to make adequate progress, the student will be referred for special education evaluation. Alternatively, formal evaluation is considered within ten days of a parent's formal written request for testing.

Individualized Education Program

Once a student qualifies for special education services, an Individual Education Program (IEP) is developed to ensure he/she receives appropriate accommodations and services. General and special educators work collaboratively to monitor the progress of students with IEPs. The SPED team meets annually to review each student's IEP goals and progress. In order to monitor the performance of the students with IEPs, the special education teachers use multiple sources of available data (e.g., NWEA MAP assessments, GA Milestone results, student growth percentiles, writing samples, running records, anecdotal behavior records, and classroom observations) to determine and measure whether a student is progressing towards their IEP goals. Classroom teachers and SPED teachers track each student's IEP implementation, progress toward IEP goals, and regularly participate in collaborative meetings. Parents are kept apprised of their child's progress through mid-term progress reports and the nine-week report cards.

The SPED Team meets annually, and a student is re-evaluated at least every three years to determine eligibility. At any time, parents may request an IEP meeting and the SPED Team may reconvene before the annual meeting if the IEP needs to be amended. If a student is demonstrating adequate growth and may no longer require SPED services, DPA initiates an evaluation and conducts a SPED Team meeting to determine if the student remains eligible for special education services. DPA's special education teachers are assigned grade levels for which they are responsible for updating and managing the case files of students with Individualized Education Programs. Approximately, 7% of DPA students have IEPs. There are 6 staff members, each of whom is responsible for a caseload of

between 5-8 students. They will ensure that services rendered are properly aligned to district and state requirements through collaboration with DCSD's Lead Teacher for Special Education (LTSE) assigned to DPA. Parental consent is obtained prior to the evaluation, initial placement in special education, or change in placement is made.

The primary objective is to make sure that each and every student has the greatest opportunity to identify and reach his or her maximum potential for sustainable personal intellectual and physical growth. This objective cannot be achieved if the student's emotional and social growth is not supported on a parallel timing with their academics and met through various appropriate vehicles. Ways in which the counseling department might address these concerns are through Individual Counseling, Group Counseling, and or a Meditation Area.

When identifying students who meet the criteria of entering the RTI/SST process, the teachers will work with the students using Tier 1 strategies may include modifying work, peer to peer support, one on one instruction, etc. Once a student has been identified as needing additional support, the following components can be used to decide: MAP assessments scores (below 35%); substandard bi-weekly assessment scores; GA Milestones scores (if applicable); and, parental request.

During the RTI meetings, strategies for interventions are established based on student need. The teacher will implement strategies and monitor the students for 6-8 weeks (Tier2). If the student's problem is not corrected, additional are strategies are implemented, monitoring continues 4 to 6 weeks (Tier 3). Once it has been determined additional support is needed, a referral is made to the school psychologist for Tier 4 assessment.

Integration into the General Education Classroom

DPA utilizes the inclusion model and provides the appropriate accommodations/modifications in the general classroom setting through the co-teaching and/or push-in approach. DPA had a 95% inclusion rate during the 2017-2018 academic year. Co-teaching includes a general and special educator who teaches the general education curriculum to all students as well as implement Individual Education Programs (IEPs) for students with disabilities. The classroom methods and techniques for SWD's in the

co-taught classroom include: student-centered stations, parallel teaching, resource instruction (pull out), and alternative teaching models. Accommodations within the general classroom setting and a modified curriculum (when appropriate) will provide the foundation for students identified with disabilities to achieve academic success.

Special education teachers and regular education teachers meet weekly during specified grade level common planning times to monitor the students' progress as well as plan lessons to ensure that students are gaining the skill mastery needed to improve academic performance. Additionally, co-teaching is monitored during observations/ evaluations by the administrative team as well as the Lead Teacher of Special Education (LTSE) from the county office.

Facility

DPA's school facility is compliant with ADA and IDEA requirements. There are clearly labeled handicapped parking spaces in the parking lot. There are ramps that lead to the middle school and to the field. There is also a ramp at the front entrance of the building. Kindergarten, located on the lower level of the school building, can be accessed by stairs or directly from outside at street level.

Student Discipline

Any student who qualifies for special education services or has been identified as a student with a disability under IDEA who has been determined by the teacher, principal, or board to have violated any rules, regulations or laws as alleged, is referred to the IEP committee based on the severity of the action and on a case by case basis to determine if the student's conduct is a manifestation of his/her disability. School personnel may consider any unique circumstances when determining whether a change in placement is required. The administration may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than 10 consecutive school days. Under the advisement of the LTSE we will provide additional support to such students by using paraprofessional

support and creating IEP goals to address improve behavioral areas while continuing to adhere to DPA's discipline plan (Appendix C). If a student with disabilities has an IEP that includes disciplinary guidelines, that student is disciplined according to those guidelines as required by IDEA. Nothing in the DPA discipline policy or code of conduct infringes upon any rights provided pursuant to IDEA, Section 504, or the ADA.

Programming Disputes

DPA values parent participation in the special education evaluation, placement, and progress monitoring process. Both teachers and parents are uniquely positioned to model teamwork and compromise for students by working together in a positive way to solve disputes. At the beginning of each school year, parents are notified of their right to file a formal complaint or request a Due Process Hearing through the Procedural Safeguards Notice. When programming disputes arise, parents are advised to schedule a meeting with their child's special education teacher to resolve the issue. The special education teacher can convene an IEP meeting, if necessary, to review assessment and classroom performance data with the family to resolve the conflict. If a satisfactory resolution cannot be reached with the special education teacher, a school administrator (Principal or Assistant Principal) will mediate. Special education teachers provide Specially Designed Instruction (SDI) and accommodations for students, which are reflected in the student's IEP goals and objectives. Should there come a point at which the school's ability to provide services is exceeded, the school psychologist, LTSE, and special education teacher will collaborate to inform parents about the next steps and options that determine the best placement for the student(s).

Confidentiality of Records

DPA's electronic special education records are housed in IEP online, a password protected portal, that can only be accessed by the special education staff. All teachers participate in annual confidentiality training at the beginning of each school year and sign confidentiality agreements. Hard copy files of all

student records are kept in a locked, fireproof cabinet that can only be accessed by the SPED teachers.

Vendors

DPA offers a full continuum by using an array of services which include consultative services, direct and indirect instruction, co-teaching and small group instruction for students with disabilities that are implemented, monitored, and assessed according to federal, state, and district guidelines. DCSD provides DPA with the support of a licensed Social Worker to help identify potential learning, behavioral, and/or social barriers that may impede a student's ability to be successful. DCSD also provides a Speech Pathologist to provide speech, language, and communication evaluations and support services. The LTSE serves as the district liaison and works collaboratively with parents and school staff to provide differentiated instruction, intervention strategies and techniques, and other related services to maximize student growth. DPA does not contract with any other special education vendors.

Technical Assistance and Training

DPA's educational practices for SWDs includes increased capacity building of teachers by providing intense differentiated instructional training. All staff members participate in workshops, in-service and/or DPA created training related to the effective evaluation of accommodations, inclusion, implementation of innovative strategies, behavioral management, reward systems, and best practices to ensure modifications are developed based on specific student needs, with the intention of achieving the most rigorous outcome possible for the student. The trainings are conducted by the special education team to assist with implementing behavior management systems, progress monitoring, and differentiated instruction. Additionally, all DPA administrators and teachers receive research-based interventions and co-teaching strategies a minimum of once per quarter. DPA classes begin prior to the DCSD special education trainings; therefore, DPA staff members participate in trainings/workshops offered by the school, district and Metro RESA on Reading, Mathematics, Depth of Knowledge, Unpacking Standards, and Classroom Management.

Staffing

As DPA has grown over the course of this charter term, the school has expanded the range of services provided to students with disabilities. DPA anticipates between 35-40 SWDs during the 2018-2019 school year which will require a staff of at least 6 certified special education teachers to provide individualized supports. DPA's staffing needs are revised monthly and is adjusted based on the number of SWDs, severity and types of services to be provided, ability to offer the full continuum of services, and individual IEP goals that are identified on the DSCD "Big Picture" for Students With Disabilities. DPA's fully certified Special Education Lead Teacher provides oversight for the program by monitoring the identification/evaluation process, IEP implementation, legal compliance, testing accommodations, and differentiated instructional strategies.

5. **Describe how the charter school provides state- and federally-mandated services for English Learners (ELs). Reciting the requirements of law and rule is insufficient. Your description must include the diagnostic methods or instruments that are used to identify and assess those students, as well as the instructional program that is provided to ELs.** ***Describe how student progress is monitored post-exit from the ESOL program, including staff roles, frequency, and types of data/documents reviewed. Identify the thresholds for exiting a student from the ESOL program. Indicate what if any supports and services are provided to students in the post-exit phase.***

DPA provides state and federally mandated services for English Language Learners (ELL). DPA will continue to adhere to all state and federal guidelines related to services for ELL/LEP (Limited English Proficiency) students and families, including but not limited to, provision of communications in their primary language, working with parents to determine what support they need to be highly involved in their child's education, providing access to needed supplemental services, and reporting to state and federal agencies as required.

Identification and Assessment

In order to correctly identify potential LEP students, all parents and guardians are required to complete a home language questionnaire at the time of enrollment. This questionnaire is designed to determine whether the dominant language at home is a language other than English and whether the child is bilingual. A licensed ESOL teacher conducts evaluations using either the WIDA Model (Kindergarten) or WIDA Screener (Gr. 1-8) Proficiency Test to identify and plan for LEP students. Currently, approximately 1.0% of DPA students receive language support services.

Students are identified as English Learners (ELs) and possibly needing English Language Learner's (ELL) services are adopted from the DCSD policies in the following ways: providing a Home Language Survey; revieiwng records from previous school districts on prior receipt of Bilingual or ELL services; and/or accepting referrals from previous school's administration regrading pending language proficiency concerns. The student does not need to have been born outside the USA to be able to receive ELL services. A student who is an American citizen can receive services if their first language was other than English, or if English is not the primary language spoken in the student's home.

Once a student has been identified by any of the above-mentioned methods, which can occur at any time during the school year, he/she is assessed to determine English language proficiency. Students in grades K-12 are given the WIDA-ACCESS Placement Test (WAPT). The results of the WAPT are used to determine if the tested student should be identified as an ELL student. If so, then he/she is enrolled in the DPA's ELL program.

Instructional Program

DPA uses an inclusive approach that incorporates elements of immersion and sheltered content. Teachers that serve ELLs generally push-in to the general education classroom (DPA has 2 ESOL endorsed teachers). Teachers utilize Pearson's envision K-8 math program which provides an ELL toolkit containing professional learning materials for use with ELL students. Daily ELL instruction is provided in the teacher's edition used with a specific part of the lesson such problem-based learning solve and share,

visual learning bridge, Leveled instruction includes suggestions for students at Beginning, Intermediate, and Advanced levels of English Language Proficiency.

In Reading Street the ELL handbook provides explicit, scaffolded instruction and specialized support in phonics, academic vocabulary, word and sentence structure, and grammar for English language learners. ELL students will develop English listening, speaking, reading, and writing abilities at their individual language proficiency levels. The handbook also supplies teachers with professional development guidance and resources for teaching ELL students.

This approach challenges students to quickly acquire English-language skills and does so in a manner that keeps them closely involved in regular classroom life. For students with limited English abilities, full participation with their English-speaking peers encourages English skill development, provides a forum for cultural sharing, and develops overall positive student relationships. Small-group instruction allows for trust to be developed and eliminates limited response to help raise the comfort level for ELLs, encouraging them to begin to participate in spoken English.

Teachers at DPA are expected to tailor the content and vocabulary they use within their given classes to a level appropriate for the students they are teaching. Methods for doing so, and for including/involving ELL students in classroom exchanges, are important components of DPA's teacher professional development. An annual staff development training is provided by a certified ELL instructor and the Executive Director of Curriculum and Assessments (EDCA) and Principals. DPA's Principal, in collaboration with the EDCA, oversees and monitors the implementation of services, protocols, and procedures for English-language learners by providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning.

Evaluation and Program Exit

ACCESS for ELLs is administered annually to all English language learners. ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELLs in the domains of

speaking, listening, reading, and writing. Students attaining proficiency (Level 5) on ACCESS for ELLs are exited from services. Students exited from the ELL program are monitored for a minimum of 2 years. Analysis of classroom performance through coursework, teacher observations through the Sheltered Instruction Observation Protocol (SIOP), and standards-based assessments (Milestones and MAP) are conducted by the ELL teacher to ensure students are demonstrating standard mastery and proficiency level growth. The Sheltered Instruction Observation Protocol (SIOP) is an instructional model that has proven effective components in addressing the academic needs of English learners. Dekalb Preparatory Academy (DPA) uses an inclusive approach that incorporates elements of SIOP.

To exit from a bilingual education or English as a second language program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.

DeKalb Preparatory Academy follows state guidelines (Appendix D) for determining when to exit an English Language Learners (ELL) student from the program. Students must meet the required exit criteria listed below. In addition, students must meet one of the two additional exit criteria provided below to exit from the English language instructional program:

Ongoing Monitoring

A student who is exited from the ELL program is placed on monitor status for a period of at least two years. The ELL teacher is responsible for formally monitoring the student and oversees the student's progress through the following measures: grades, teacher observations, and standardized test performance. The ELL teacher serves as a resource to the content area teacher(s) during this monitoring process, and the classroom teacher and school counselor immediately inform the ELL teacher should any difficulties arise. Intervention, in such case, includes adaptations and modifications to regular classroom instruction and assessment, and additional academic support.

6. **Explain how the charter school determines which students need remediation in each core content area, and the frequency in which this is monitored. Describe the methods, strategies, and instructional programs the charter school uses to provide**

remediation for students at risk for academic failure. Include how the structure of the day is impacted to provide intentional remediation. Describe your multi-tiered support system (such as RTI), including gifted and talented. The description of the multi-tiered support system should include the specific academic and behavior interventions used for different tiers, who is responsible for such interventions, and for how long and with what frequency certain interventions are tracked prior to referral for special education.

The early and accurate identification of students not meeting grade-level expectations and "at risk" of academic underperformance remains a priority for DPA's faculty/staff/administrators/Board. At the beginning of each year, teachers review MAP scores, the previous year's Milestone data, work samples, and informal/formal assessments to identify students that may need additional academic support. DPA began using MAP in 2016 and administers the assessment three times per year (fall, winter, spring). MAP serves as the universal screener to identify and/or predict which students may need academic interventions. Students scoring below the 35% baseline on the MAP assessment in reading and/or math and have not yet demonstrated content mastery are targeted for supplemental instruction. Within ten days after each MAP assessment, teachers utilize MAP's Learning Continuum Report or the Student Profile Report to identify specific skill deficits as it relates to the standards that are covered during that instructional time frame. Bi-weekly assessments determine the level of content mastery students have gained. Teachers adjust individual instructional needs based on performance data.

DPA's instructional staff design personalized learning plans for every student utilizing MAP's Student Growth Worksheet. These plans become the basis for monitoring individual student achievement. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans allow the leadership, teachers, parents, and the students to collaborate on setting learning targets as well as document and reflect on learning accomplishments on an ongoing basis. Once students are assessed to determine their current academic levels, they are then placed in flexible groups designed to accelerate academic functioning to grade level (if below grade level) and beyond (for students at and above grade level).

By adapting school curricula and instructional strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. The Response to Intervention Framework (RTI) allows teachers to personalize learning by providing a multi-tiered approach to the early identification and support of students with both learning and behavioral deficits. Student progress is monitored closely at each level of intervention to determine the effectiveness of the strategies/supports (i.e. small group instruction, tutoring, behavioral management plan) by both the RTI team and Student Support Team (SST). The Student Support Team is comprised of the guidance counselor, teachers, parent, student, and administrator. DPA's RTI process is as follows:

Tier 1: Differentiated, evidence-based core instruction to meet the needs of most students in the general education setting.

Tier 2: Evidence-based, individualized, targeted intervention(s) of moderate intensity that addresses learning or behavioral challenges of identified students. Students in Tier 2 receive an additional 45 minutes of instruction each day.

Tier 3: Individualized intervention(s) of increased intensity for students who show minimal response to Tiers 1-2. Students are referred for special education evaluation at this level. Students in Tier 3 receive an additional 60 minutes of instruction per day.

DPA's Intervention Specialists provide remedial services for students in the RTI process through the co-teaching and pull out model. The Intervention Specialist attend grade level common planning meetings to analyze student data, identify skill deficits, set individual student goals, and monitor student growth. Student progress is monitored weekly for a period of 60 days at each RTI level. The interventions will be adjusted, intensified or reduced based on how that student is responding to the supports. Parents are kept apprised of their child's progress through mid-term progress reports and the nine-week report cards.

DPA's daily schedule has been modified to support instructional differentiation through the addition of a "Power Hour" during the school day to provide additional time for acceleration/remediation.

Additional instruction provides students with needed time to master content. For students requiring additional assistance, DPA also offers Double Dose of instruction in reading/math during the day with hired tutorial services and after-school tutorials with classroom teachers. For students not responding to several levels of intervention, the team may determine that additional information is required by way of an evaluation to determine the most appropriate course of action, which may or may not include special education services. Students' progression on content growth is measured with bi-weekly assessments, teacher observations (classroom performance), and growth between MAP testing sessions.

To collect data for PBL units, teachers ensure that all GSEs are taught as delineated by the curriculum maps. Students are grouped for small group instruction, individualized instruction or independent contract work based on an analysis of the Fall, Winter and Spring Map administrations. Data is collected utilizing bi-weekly assessments, quizzes and performance-based products. Teachers differentiate the tasks for the students based on the content, process or product. Students who are in the RTI process still experience PBL and receive their interventions during the small group or individualized instruction periods by the teacher or the math interventionists. Students in RTI are monitored using results from Study Island, i-Ready and IXL based on the prescriptions set in the RTI meetings.

The DPA T.A.G. (Talented and Gifted) program is a standards-based program designed to enrich and extend the learning experience for eligible students. To meet the academic needs of more of our top students, the DPA gifted program was expanded during the 2017-18 school year to include talented students. In the last 2 years the T.A.G. program has expanded from 30 to 44 students.

The DPA T.A.G. program is a pullout model, which emphasizes academic rigor and deep learning through the use DOK (Depth of Knowledge) strategies, Web 2.0 digital learning tools, PBL (Project Based Learning), and the integrated study of classical literature and history.

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

	In-School Suspensions		Out-of-School Suspensions		Expulsions	
Ethnicity/Race	**Number & Percentage of Total Population**					
Latino Hispanic	0	0%	0	0%	0	0%
American Indian	0	0%	0	0%	0	0%
Asian / Pacific Islander	0	0%	0	0%	0	0%
Black / African American	17	Less than 1%	47	2%	0	0%
White	0	0%	0	0%	0	0%
Two or More Races	0	0%	0	0%	0	0%
Total Population (2147)	17	Less than 1%	47	2%	0	0%

** Data for 2012-2013 and 2013-2014 is unavailable and not reflected in this table.*

According to the Office of Civil Rights Data (OCR) from the 2015-2016 academic year (the most recent information available), DPA had a total student enrollment of 441 with:

- 4 In-School Suspensions (ISS)
- 9 Out-of-School Suspensions (OSS)
- 0 Expulsions

DPA school-level data, extracted from Infinite Campus, for 2015-2016 has total enrollment at 496 students with 2 In-School-Suspensions, 10 Out-of-School Suspensions, and 0 expulsions which are comparable to the OCR data. DPA's 2015-2016 data is significantly lower than DCSD for both ISS (9%) and OSS (11%). During this charter term, the student demographic at DPA has remained racially homogenous with the population of African-American students averaging around 95% of the total student body.

As an initiative with Positive Behaviors In Schools we have a systemic strategy and expectation for students which is to follow the principles of our Bulldog B.A.R.K. The Bulldog Bark reminds students to

B- Be Responsible
A- Attitude is Everything
R- Respect Others
K- Keep Working Hard

Another component of the PBIS program established is an incentive program that uses for uses "Bulldog Bucks" and allows them to redeem them at the DPA Store for prizes.

Overall, DPA has low suspension and expulsion rates as a result of progressive disciplinary practices and robust social/emotional supports designed to keep students in school, on task, and engaged with their learning.

8. Describe in detail any difficulties faced during the charter term that were not already addressed above, how the school dealt with such difficulties, and if they remain an issue for the school. Also explain how the school plans to avoid these difficulties during the upcoming charter renewal term.

DPA has embraced their difficulties as strategic opportunities to learn and improve both academic and operational performance. The swift resolution of many of the challenges has positively impacted the school and positioned them for success during the next five years as evidenced by the significant gains made in academic achievement. In summary, many of the difficulties addressed within the charter narrative are related to: Academic Performance; Lack of Management Company Oversight; Teacher and Leader Retention; and Grant Compliance.

The only additional challenge not previously addressed is related to the school facility. Now that DPA has added all K-8 grade levels and is at full capacity, the Board and school leadership team are concerned about the building's capacity to remain a long-term viable option. As the Academy continues to enhance the PBL model and increase elective course offerings for the middle school, the existing facility will be quickly outgrown. During the course of the next charter term and based on the wait list, DPA will reevaluate the facility needs and develop a long-term solution. DPA is considering leasing space with neighboring churches to accommodate additional needs in classroom space while simultaneously increasing our fund balance overtime to prepare to expansion if the numbers continue to show gains. Additionally, we had over 200 students on the waitlist to be enrolled at DPA for the 2018-2019 school year.

These plans are not only vital to the future of the school, but to the children served now and those who will be served in the future.

PROPOSED CHANGES

If the answers given above to questions 1 - 8 reflect a change to any of the following, please provide the rationale for the change:

A. **ACADEMIC CHANGES**:

- The academic program and curriculum.
- The use of waivers/innovations.
- School programs – this includes Students with Disabilities, Gifted and Talented, English Learners, etc.
- Any assessments being used.
- Any administrative positions.

As previously mentioned, DPA has effectively implemented the PBL instructional approach with an emphasis on Audio Video Communications Technology and will continue to refine the programmatic elements throughout the next charter term. DPA's incorporation of audio-video communication will increase student achievement by providing hands-on experiences to build adequate competencies that will guide students to effectively integrate AVC technology standards into everyday use. DPA will expand the use of partnerships in support of the PBL model and AVC career cluster to enrich the educational experience for each student (Appendix E).

As previously mentioned, DPA will also implement Pearson EnVision Math across all grade levels to align the curriculum and accelerate growth. EnVision 2.0 offered a level of personalized learning for elementary students through a partnership with Knewton adaptive learning. No assignments are alike because students are not alike. Each student's Homework & Practice is powered by Knewton's assignment and is created to fit his/her learning needs. This will include on level work, as well as instruction and practice of prerequisite skills where the student demonstrated extra help would be beneficial Additionally, Reading Street will be used to provide a continuum of accelerated intervention strategies that assess, instruct and monitor at every level for the best possible outcome. Unlike modular solutions, Pearson's combination of continual progress monitoring and instruction ensure long-term,

sustained results. Reading Street also provides Literacy Leveled Readers using patterned, repetitive text to assist below -level readers to understand basic concepts and grade-level themes. Most of the readers are nonfiction text that help children learn concept vocabulary.

DPA also piloted a Summer Bridge program in 2018 to provide early education and middle school readiness activities for two weeks. During the pilot, forty students who were rising Kindergarten, Third Graders, and Sixth Graders were served to provide remediation and a seamless academic transition for the upcoming year. Students were selected based on their Spring MAP assessment if they scored <35%. Based on the findings in the pilot, it was determined that the Summer Bridge program needs to be expanded for a longer period of time and provide tailored instruction to eliminate academic misconceptions that students possess.

DPA will continue to seek a broad flexibility waiver to maintain autonomy over programmatic/operational elements such as teacher certification requirements, class size, school schedule, textbook adoption, and allocation of financial resources to name a few.

DPA will continue to use MAP norm-referenced, benchmark assessment in lieu of ITBS to predict Milestones performance and to assess student growth/progression towards content mastery. DPA will implement USA Test Prep Assessment in 2018 across core content areas and grade levels with a specific focus on science and math content mastery.

The proposed changes to incorporate Intervention Specialists and a Student Support Specialist supports the need to strengthen the academic program. The math intervention specialists are necessary to address the misconceptions and provide remediation for students that exhibit consistent deficits in Mathematics in class and on their M.A.P. assessments These specialist support students in K-5 and 6-8. While the Student Support Team Specialist is to work with students, parents, and teachers to provide the framework for supporting students Academically, Behaviorally, and in their Well-Being. Additionally, they work to provide strategies, trainings, and interventions for teachers in the classroom while monitoring and facilitating the caseloads for students.

B. **GOVERNANCE CHANGES**:

- The school's governance structure.
- The school's governing board composition.
- The school's relationship with an Educational Service Provider or other Charter Partner.
- The relationship with the local district.
- *The increase of diversity among the members.*

The composition of the Board changed during this charter term as a result of the separation from Mosaica. DPA will continue to build the capacity of the Board through effective, targeted recruitment strategies and annual training. The Directors are in the process of creating a Succession Plan for the Board and all leadership positions to avoid single person dependency and to ensure school-wide stability. There are no other proposed changes to the governance structure or composition during the next charter term. As previously mentioned, DPA ended its partnership with Mosaica and will continue to manage all back-office functions, staff development, and academic programming internally.

DPA enjoys a collaborative partnership with the District and there are no plans to change the nature of that relationship.

DPA's staff reflects the demography of the student body, however, they will continue to actively recruit a diverse staff that is mission aligned and committed to student learning and growth.

To build diverse community partnerships, DPA has joined the DeKalb County Chamber of Commerce.

C. **FINANCIAL CHANGES**:

- The school's financial structure.
- The school's CFO.
- The school's relationship with any major creditors (e.g., landlords, investors etc.)

DPA will manage all fiscal operations internally instead of partnering with a management company. The current DFO is highly qualified and has led the school through a smooth transition as they

build their financial management capacity. The budget sufficiently accommodates additional expenses for implementing the audio video curriculum in 2 areas, computers and instructional equipment. Beginning with year 3, there is consistent increase in revenue correlated to a modest increase in student enrollment. As we mature, our plan is to replace any equipment that has exceeded its lifespan in phases to accommodate the needs of the students and teachers.

D. **OPERATIONAL CHANGES**:

- The school's facilities – this should include any proposed expansion or renovations.
- The school's attendance zone and any enrollment priorities being used (see O.C.G.A. § 20-2- 2066(a)(1)).
- Whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students pursuant to O.C.G.A. § 20-2-2066(a)(1) and State Board Rule 160-4-9-.05(2)(g).
- *Racial and socioeconomic demographics in an effort to align with the District.*
- Any services provided to students such as transportation, food service, etc.
- The grades the charter school will serve. Please note this includes adding additional grades or reducing current grades.

While there are no proposed plans to expand or renovate the existing facility, DPA Board members and school administration will work together over the course of the next charter term to develop a viable, long-term facility solution. We have accurately reflected our budget for the next 5 years understanding we do not own the building. There has been a consideration to lease space with neighboring churches to accommodate additional classroom space. While simultaneously increasing our fund balance overtime to prepare for expansion if the numbers continue to show gains. Additionally, we had over 200 students on the waitlist to be enrolled at DPA for the 2018-2019 school year.

DPA will continue to utilize the following enrollment priorities, pursuant to O.C.G.A. § 20-2- 2066(a)(1), in the order listed below:

1) Any sibling of a student enrolled at DPA

2) A student whose parent or guardian is a member of the governing board of the school or is a full-time teacher, professional, or other employee

DPA's demographic is aligned with both the community it serves and DeKalb County School District.

DPA does not offer transportation, and there are no proposed changes to food service or grade levels.

LOOKING TO THE FUTURE

9. **Briefly describe how the school has and will continue with its proposed changes to serve the needs of its students for the upcoming (renewed) charter term.**

DPA's school leadership team and Governing Board have engaged in an effective and continuous process of improvement over the last six years. More specifically, they have:

- Implemented extensive data analysis systems to identify student strengths and needs
- Modified the curriculum and instructional strategies to increase rigor and align with Georgia Milestones expectations
- Incorporated regular classroom observations, instructional coaching, and targeted professional development to provide instructional feedback and increase teacher capacity
- Revised the organizational structure for increased efficiency and to maximize student learning
- Enhanced Social and Emotional support to address non-academic needs that may hinder a student's ability to excel
- Review of MAP reports and bi weekly assessments on a biweekly basis to adjust learning targets and build lessons appropriate to student need.
- Using Annual School Climate surveys; bi-weekly MAP assessment analysis; and annual data dashboard tracking to provide frequent checkpoints to address SMART goals.

All of these factors have contributed to the consistent improvement in DPA's performance. Given the challenges to organizational health and student performance in the first renewal term, DPA also developed a three-year strategic plan to drastically change the culture, expectations, support structures, and goals of the school moving forward. The strategic plan highlights four areas of focus: culture of

engagement, talent development, academic excellence, and operational excellence. During the next charter term, the Board will regularly monitor progress toward the charter and strategic plan goals and continually refine what works well to eradicate underperformance. The Board and school leadership will work together to amend and implement policies and procedures, develop/maintain strategic partnerships, increase fund development to support educational initiatives, and solidify DPA's place as a pillar in the community with a mission to provide an exceptional education for their students.

EXHIBITS

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

1. Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State. Please Note: All charter school contracts—including those of start-up and conversion charter schools—must be held by a Georgia nonprofit corporation.
2. Attach a copy of the by-laws for the nonprofit corporation.
3. Attach a copy of the governing board's Conflict of Interest Policy.
4. Attach a copy of the governing board's Conflict of Interest Form.
5. Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.
6. Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the autonomy of the charter school from the district.
7. Attach a copy of any admissions (pre-lottery) application the charter school proposes to use. Pursuant to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, any admissions application must conform to the open enrollment requirement. Therefore, admissions applications should be limited to a student's name, contact information, home address for the purpose of verifying the student's residence within the school's attendance zone, grade level, and information required for any enrollment preference, such as identifying a sibling already enrolled at the charter school. If the charter school proposes to utilize a weighted lottery for educationally disadvantaged students, the admissions application may also include questions tailored to the subgroup(s) the school will offer an increased chance of admission according to the weighted lottery guidance available on GaDOE's website.
8. Attach a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency in its procedures.
9. Attach the charter school's annual calendar and the charter school's daily school schedule.
10. Attach a copy of the scope and sequence for each proposed course/grade level.
11. Attach a copy of the charter school's Student Code of Conduct.
12. Attach a copy of the charter school's Student Discipline Policy and Procedures, including any Positive Behavior and Intervention Supports (PBIS).
13. Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints. If this included in another response, please indicate that.
14. Attach a copy of the charter school's Employee Policies and Procedures.
15. Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.
16. Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure.
17. Attach a copy of any agreements with your local school district or Board of Education.

18. Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.
19. Attach a copy of any MOU/lease/proof of ownership for the school's facility.
20. Attach a copy of the school's Certificate of Occupancy.
21. Attach a copy of the facility's Emergency Safety Plan.
22. Complete and attach the budget template located on the Charter Schools Division's website: Please note that the budget template includes:
    - A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation;
    - A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.
    - Back-up documentation proving the legal reality of additional sources of revenue included in the budget template – i.e., funds other than state and local funding, including bank statements and/or signed grant award letters
23. Attach the résumé for the charter school's Chief Financial Officer.
24. Attach the charter school's signed Assurances Form (see below).
25. Attach the charter school's signed and notarized Affidavit (see below).
26. Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.
27. Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.
28. For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.
29. *Attach full response to all Governing Board Observations conducted by the DCSD Charter Office.*

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

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) _____ I am a United States citizen.

2) _____ I am a legal permanent resident of the United States.

3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

4)_____ My alien number issued by the Department of Homeland Security or other federal immigration agency is:

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

_____.

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_____(city),_____(state).

_____
Signature of Governing Board Chair

_____

Printed Name of Governing Board Chair

SUBSCRIBED AND
SWORN BEFORE ME ON
THIS THE

___ DAY OF_____, 20___

NOTARY PUBLIC
My Commission Expires:

ASSURANCES FORM AND SIGNATURE SHEET

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

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for *(name of school)* located in County is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

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

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

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

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the day of , 201_.

_____ _____

Governing Board Chair, Charter School Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the day of , 201_.

_____ _____

Chair, Local Board of Education Date

_____ _____

Superintendent, Local Board of Education Date

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

_____ _____

Governing Board Chair, Charter School Date

_____ _____

Chair, Local Board of Education Date

_____ _____

Superintendent, Local Board of Education Date

EXHIBIT 1

Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State.

Control No. 08073628

STATE OF GEORGIA

Secretary of State

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

CERTIFICATE OF INCORPORATION

I, **Karen C Handel**, the Secretary of State and the Corporations Commissioner of the State of Georgia, hereby certify under the seal of my office that

DEKALB PREPARATORY ACADEMY, INC.
a Domestic Non-Profit Corporation

has been duly incorporated under the laws of the State of Georgia on **09/15/2008** 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 September 15, 2008

Karen C Handel
Secretary of State

Control No: 08073628
Date Filed: 09/15/2008 12:00 AM
Karen C Handel
Secretary of State

ARTICLES OF INCORPORATION
OF
DEKALB PREPARATORY ACADEMY, INC.

Pursuant to the Georgia Nonprofit Corporation Code Section 14-3-202, the Articles of Incorporation of DeKalb Preparatory Academy, Inc. are set forth as follows:

I.

The name of the corporation is DeKalb Preparatory Academy, Inc.

II.

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

III.

The street address of the registered office is c/o Corporation Service Company, 40 Technology Pkwy South, #300, Norcross, GA 30092. The registered agent at such address is Corporation Service Company. The county of the registered office is Gwinett County.

IV.

The name and address of the incorporator is Richard Hauge, 42 Broadway, Suite 1039, New York, NY 10004.

V.

The corporation will not have members.

VI.

The principal mailing address of the corporation is 2946 Ponderosa Circle, Decatur, GA 30033.

VII.

Other provisions:

a. The purposes for which the Corporation is organized are exclusively charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or in the corresponding provision of any subsequent law, including the making of distributions to organizations that qualify as exempt organizations under §501(c)(3) of the Code or corresponding provision of the subsequent law. Without limitation to the foregoing the Corporation is a non-profit organization formed for the exclusively charitable purpose of educating children in the State of Georgia.

b. The Corporation shall neither have nor exercise any power, nor shall it engage directly or indirectly in any activity, that would invalidate it's status (1) as a corporation which is exempt from federal income taxation, as an organization of the type described in §501(c)(3) of the Internal Revenue Code, or in the corresponding provision of any subsequent law, or (ii) as a corporation to which contributions are deductible under §170(c)(2) of the Internal Revenue Code, or under the corresponding provision of any subsequent law.

c. No part of the net earnings of the Corporation shall insure to the benefit of, or will be distributable to its directors, officers, members or other private persons, except that the

State of Georgia
Creation - Domestic Entity 3 Page(s)

T0825923021

Corporation shall be authorize and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the Corporation's purposes.

d. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation (except as may be permitted under §501(b) of the Code, or under the corresponding provision of any subsequent law); nor shall the Corporation participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of or in opposition to any candidate for public office.

e. In furtherance of the purposes set forth in article 3 above, the Corporation shall have all the powers created by law, so long as they are consistent with the requirements of § 501(c)(3) of the Code, including, but not limited to, the power to accept gifts, grants, devises, request of funds, or any other property from any public or governmental bodies and any private persons who shall include, but not be limited to, private and public foundation, corporations and individuals.

f. Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of §501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

IN WITNESS WHEREOF, the undersigned incorporator has executed these Articles of Incorporation this 10th day of September, 2008.

Richard L. Hauge

Richard Hauge, Incorporator

2008 SEP 15 AM 9:04
SECRETARY OF STATE
CORPORATIONS DIVISION

EXHIBIT 2

Attach a copy of the by-laws for the nonprofit corporation.

FIRST AMENDED AND RESTATED
BYLAWS OF
DEKALB PREPARATORY ACADEMY, INC.
(A Non-Profit Georgia Corporation)

ARTICLE I
NAME AND OFFICE

Section 1. Name. The name of this nonprofit corporation shall be "DeKalb Preparatory Academy (the "Corporation"). The complete name of the school shall be the Corporation, shall be used in all transactions of official business.

Section 2. Registered Office and Agent. The registered office of the Corporation shall be located in the State of Georgia and the Corporation shall at all times maintain a registered agent at the address of the registered office and a registered agent whose office is identical with such registered office, as required by the Georgia Non-Profit Corporation Act.

ARTICLE II
ORGANIZATION

Section 1. Mission Statement. The Corporation shall empower students to cultivate knowledge, think critically, and act collaboratively and compassionately.

Section 2. Purpose. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Georgia Non-Profit Corporation Act, to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code issued pursuant thereto, as they now exist or as they may hereafter be amended.

Section 3. Objectives. The objectives of the Governing Board are as follows:

A. To model, protect, and ensure that the Mission Statement is adhered to in all activities and decisions of the Board and the daily activities of the staff, students, parents and school advisory committees as they relate to the school's operations.

B. To serve as final authority in matters affecting executive staffing, budget, curriculum, calendar decisions, marketing, ideological focus, and school concerns, and to ensure that these are consistent with and promote the educational goals of the Mission Statement.

C. To encourage faculty, parents and students to be responsive to the needs and concerns of the school as a whole, and of the unique learning styles, challenges and talents of individual students.

D. To act as the official voice of the Corporation with regard to public information, media contacts and public relations.

Section 4. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any

future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE III
BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the corporation shall be managed by its Board of Directors. Directors need not be residents of the State of Georgia.

Section 2. Duties of the Board of Directors. The Board shall be charged with the management of the affairs of the Corporation, and shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation, these Bylaws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit Corporation Law. By way of elucidation, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

a. 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;
b. The Board shall either directly or through a personnel committee provide for the annual appraisal of the performance of the Head of School;
c. The Board ensure the financial stability of the Corporation through regular monthly review of financial statements and reports, an annual independent financial review, and direct oversight of major financial commitments and decisions;
d. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.

To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Corporation or to committees of the Board such powers as it deems necessary or appropriate to carry out its duties and obligations.

Section 3. Election, Number, and Tenure. Any vacancy occurring in the Board and any position to be filled by reason of an increase in the number of Board members may be filled, upon recommendation of a qualified candidate by the Governance Committee, by the affirmative vote of the majority of the seated Board members. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. The Board of Directors shall be empowered to determine the size of the Board, provided that the Board of Directors shall consist

of not less than five (5) nor more than eleven (11) directors or voting members. Each director shall hold office for a period of one to three years until the next annual meeting of the Board and until his or her successor shall have been qualified and elected.

Board members shall serve a term of three (3) years from the date of their appointments or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Director may not be reduced, except for cause as specified in these bylaws. Directors shall take office at the first board meeting following the annual meeting at which their appointment is announced. Fulfilling an incomplete term is not considered part of the term limit. When possible, Directors shall serve staggered terms to balance continuity with new perspective. A Director may serve up to two (2) consecutive terms. An individual who has served up to two (2) consecutive terms as Director may not be eligible for another term until two (2) years have passed following the last day of the individual's preceding term as Director, unless the Executive Committee votes unanimously to waive this term limitation.

Section 4 Vacancy. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by the affirmative vote of the majority of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 5. Resignation. A Director may resign at any time by filing a written resignation with the Chair of the Board.

Section 6. Removal. The Board may remove any Director with cause by two-thirds (2/3) vote of the entire Board at any regular or special meeting of the Board, provided that a notice including a statement of the reason or reasons shall have been mailed by certified mail to the Director proposed for removal at least thirty (30) days before any final action is taken by the Board. The notice shall specify the time when and the place where the Board is to take action on the removal. The Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice. The Board may remove any Director:

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

Section 7. Annual Meeting. An annual meeting of the Board of Directors shall be held in the month of May in each year for the purpose of electing Directors and for the transaction of such other business as may come before the meeting. If the election of Directors shall not be held on the day designated herein for any annual meeting, or at any adjournment thereof, the Board of

Directors shall cause the election to be held at a special meeting of the Board as soon thereafter as conveniently may be.

Section 8. Regular Meetings. The Board of Directors shall meet at least eight (8) times per fiscal year. The Board of Directors may provide by resolution the time and place, within the State of Georgia, for the holding of additional regular meetings of the Board. There shall be a notice posted in a public place, at least a 24-hour period prior to the meeting.

Section 9. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the Chair or any two Directors.

Section 10. Notice. Notice of any special meeting of the Board of Directors shall be given at least twenty four hours previously thereto by written notice delivered personally or by phone, or sent by mail to each Director at his address as shown by the records of the corporation, and by posting a public notice twenty four hours prior to the meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these bylaws.

Section 11. Quorum. A majority of all the Directors must be present in person at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

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

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

Section 12. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present in person shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these bylaws. In the event of a tie vote, the item voted on shall be tabled until the next meeting of the Board of Directors.

Section 13. Vacancies. Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office. If the board members remaining in office constitute less than a quorum, they shall fill the vacancy by the affirmative vote of a majority of all the board members remaining in the office.

Section 14. Compensation. Directors as such shall not receive any stated salaries for their services, but by resolution of the Board of Directors a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the Board.

Section 15. Informal Action by Directors. Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the Directors.

ARTICLE IV: RESPONSIBILITIES

Section 1. Board Responsibilities. The following set forth the general duties and responsibilities of the Board as a whole and its individual members.

A. The Board shall set and enforce policy and assure that the School is run in a manner consistent with the Mission Statement and in compliance with all applicable laws and the Charter.

B. The Board shall develop and approve an annual budget and audit and operate within that budget.

C. The Board shall appoint members to standing and special committees. Those elected to the Board will be expected to serve on a minimum of one standing committee.

D. The Board shall establish and publish the school calendar, including any changes made during the school year.

E. The Board shall be responsible for the maintenance of any records required by law or provided for by the Charter Contract.

F. The Board shall negotiate and approve any changes to or renewals of the Facilities lease, its use and maintenance, and shall establish policy for facilities use.

G. The Board shall convene at least eight (8) regular monthly meetings during the school year and will provide an opportunity for public input. In addition, the Board may convene work sessions as it deems appropriate.

H. The Board shall adopt and administer a grievance policy and procedure.

I. The Board shall approve an admissions policy and ensure compliance with all aspects of such policy.

J. The Board shall approve or disapprove hiring and termination of Head of School employment contracts and approve by.

K. The Board shall enforce all contract issues, including employment, leases, and charter agreements with the State of Georgia.

L. The Board shall be responsible for the implementation and monitoring of a code of conduct and discipline policy, consistent with applicable law and the Charter

Contract.

M. The Board shall perform such other duties as appropriate and necessary to the safe and effective operation of the school and which promote the school's commitment to educational excellence.

ARTICLE V
OFFICERS

Section 1. Officers. The officers of the corporation shall be a Vice Chair, a Secretary, a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.

Section 2. Election and Term of Office. The officers of the corporation shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be established. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

Section 3. Removal. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby. Any board member who misses two consecutive meetings with no prior written notice will also be removed.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. Chair. The Chair shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. He or she shall preside at all meetings of the members and of the Board of Directors. The Chair may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these bylaws or by statute to some other officer or agent of the corporation; and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice Chair. In the absence of the Chair or in event of the Chair's inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 7. Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies or other depositaries as shall be selected in accordance with the provisions in Article VII of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. Secretary. The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws; keep a register of the post-office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Chair or by the Board of Directors.

Section 9. Assistant Treasurers and Assistant Secretaries. If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant

Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the Chair or the Board of Directors.

ARTICLE VI
COMMITTEES

Section 1. Committees of Directors. The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more special committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the corporation, except that no such committee shall have the authority of the Board of Directors in reference to amending, altering or repealing the bylaws; electing, appointing or removing any member of any such committee or any Director or officer of the corporation; amending the Articles of Incorporation, restating Articles of Incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all of the property and assets of the corporation; authorizing the voluntary dissolution of the corporation or revoking proceedings therefor; adopting a plan for the distribution of the assets of the corporation; or amending, altering or repealing any resolution of the Board of Directors which by its terms provides that it shall not be amended, altered or repealed by such committee. The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him by law. Notice shall also be provided to the public in accordance with any applicable provisions of Georgia's Open and Public Meetings Law, O.C.G.A. §§ 50-14-1 et seq.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided for in the case of original appointments. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the members of the committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee. Committees shall include at a minimum: governance, finance, academic, executive, and development.

Section 2. Governance Committee. There shall be a Governance Committee which shall be appointed and operate as follows:

a. **Chair**. The Chair of the Board of Directors shall appoint a chair of the Governance Committee to serve a two-year term. Upon the expiration of the committee chair's term or upon a vacancy in the position, the Board Chair shall appoint a successor to a new two-year term.

b. **Members**. The Board Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the

member's positions, the Board Chair shall appoint a new member to fill the unexpired term.

c. **Duties**. The Governance Committee shall be charged with reviewing all applications and interviewing all applicants for member on the Board of Directors. Any person nominated or wishing to be considered for a position on the Board shall submit an application together with all supplemental information which shall be prescribed by the Governance Committee by the deadline set by the Governance Committee, except in cases where through death, resignation or otherwise a vacancy on the Board must be filled more quickly, in which case the Governance Committee, acting unanimously, may prescribe a different submission schedule. No person may be placed in nomination for a position on the Board without having first been screened by the Governance Committee in accordance with the procedures set forth in this paragraph c. The committee is also charged with board training and organizing the annual board retreat.

Section 3. Finance Committee. There shall be a Finance Committee which shall be appointed and operate as follows:

a. **Chair**. The Treasurer of the Board of Directors shall serve as the chair of the Finance Committee.

b. **Members**. The Board Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the member's positions, the Board Chair shall appoint a new member to fill the unexpired term.

c. **Duties**. The Finance Committee shall be charged with: recommending a budget aligned with the strategic priorities of the school; overseeing the school's financial resources; ensuring compliance with financial policies; recommending selection of the auditor; facilitation board training on financial topics as needed; and ensuring financial goals are met.

Section 4. Academic Excellence Committee. There shall be an Academic Excellence Committee which shall be appointed and operate as follows:

a. **Chair**. The Chair of the Board of Directors shall appoint a chair of the Academic Excellence Committee to serve a two-year term. Upon the expiration of the chair's term or upon a vacancy in the position, the Board Chair shall appoint a successor to a new two-year term.

b. **Members**. The Board Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an

initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the member's positions, the Board Chair shall appoint a new member to fill the unexpired term.

c. **Duties**. The Academic Excellence Committee shall be charged with partnering with the school leader to set and reach rigorous academic goals to: define excellent school performance based on the charter school's mission and vision; support school leader in developing annual academic performance goals for the school, and recommend these academic goals to the board for approval; verify that school administrators are using student performance data to constructively inform decisions; monitor the school leader's efforts to improve areas of deficient student performance; and upon request, serve as on ongoing resource to administrators for academic issues and programming.

Section 5. Executive Committee. There shall be an Executive Committee which shall be appointed and operate as follows:

a. **Chair**. The Chair of the Board of Directors shall serve as the Chair of the Executive Committee.

b. **Members**. Members of the Executive Committee shall be the Board Chair, Vice Chair, Treasurer, and Secretary, any ex-officio members, and Head of School along with any invited guest. Each member of this committee will serve based on the expected period established as a board members.

c. **Duties**. The Executive Committee shall be charged with serve as the committee that evaluates the Head of School and makes strategic decisions for the school. For transparency, the Executive Committee must inform the entire Board of decisions to keep the board informed. In the event there is discussion affecting the Head of School such as compensation, evaluation or grievance, the committee must move to Executive Session where the Head of School is excluded from those discussions. The committee will model best practices for the board and will collaborate consistently with the Head of School to support his or her role as school leader.

Section 6. Development Committee. There shall be a Development Committee which shall be appointed and operate as follows:

a. **Chair**. The Chair of the Board of Directors shall appoint a Chair of the Development Committee to serve a two-year term. Upon the expiration of the Chair's term or upon a vacancy in the position, the Chair shall appoint a successor to a new two-year term.

b. **Members**. The Chair shall appoint one or two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial one-year term, and the other shall serve an initial two-year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed. Upon any vacancy in either of the members' positions, the Chair shall appoint a new member to fill the unexpired term.

c. **Duties**. The Development Committee shall be charged with setting fundraising goals, establishing policies pertaining to gift solicitation; provide leadership in gift cultivation; and monitoring progress towards fundraising goals.

Section 7. Special Committees. Other committees not having and exercising the authority of the Board of Directors in the management of the corporation may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, all such committees shall include at least one Board member, and the Board Chair of the corporation shall appoint the members thereof. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 8. Advisory Board. The Board may appoint members of the community to serve on an advisory board, the purpose of which shall be to advise, assist and support and advocate for the Corporation as requested by the Board. Members shall represent a cross-section of community leaders and stakeholders of the Corporation and hold specific knowledge and/or skill sets that can benefit the mission and vision of the Corporation.

Section 9. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of the corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 10. Chair. One member of each committee shall be appointed Chair by the person or persons authorized to appoint the members thereof.

Section 11. 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.

Section 12. 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 the members present at a meeting, or participating in the meeting telephonically, at which a quorum is present in person shall be the act of the committee.

Section 13. Rules. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board of Directors.

ARTICLE VII
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including

attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. 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 who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

ARTICLE VIII
CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or 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 manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or an Assistant Treasurer and countersigned by the Chair or a Vice Chair of the corporation.

Section 3. Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositaries as the Board of Directors may select.

Section 4. Gifts. The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.

ARTICLE IX
BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

ARTICLE X
FISCAL YEAR

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

ARTICLE XI
WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Georgia Non-Profit Corporation Act or under the provisions of the articles of incorporation or the bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XII
AMENDMENTS TO BYLAWS

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a two-thirds majority of the Directors present at any regular meeting or at any special meeting, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new bylaws at such meeting.

ARTICLE XIII
MISCELLANEOUS

Section 1. Inspection of Bylaws. The Corporation shall keep in its principal office, the original or a copy of these Bylaws, as amended or otherwise altered to date, certified by the Vice-Chair, which shall be open to inspection by the Board of Directors at all reasonable times during office hours.

Section 2. Policies and Procedures. Any action by the Board establishing policy or methods of procedure – administrative, business, academic or otherwise – not contained in these Bylaws shall be known as "Policies and Procedures of the Board."

Policies and Procedures of the Board may be adopted by the Board or may be amended or repealed, in whole or in part, at any meeting of the Board in accordance with the laws of the State of Georgia.

Section 3. Conflicts of Interest

3.1 Conflict of Interest Policy. Each Board Member will sign a conflict of interest policy at the beginning of each school year affirming his or her un-conflicted loyalty to the interest of Corporation.

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

(1) Directors, Officers, or employees of the Corporation or school management company, or blood or marital relations of any of them;

(2) An entity in which a Director, Officer or employee of the Corporation or school management company, or blood or marital relation of any of them, holds a significant ownership or investment interest;

(3) An entity which employs or otherwise compensates a Director, Officer or employee of the Corporation or school management company, or employs or compensates a blood or marital relation; and/or

(4) Any entity which has, as a member of its board of directors or trustees, a Director, Officer or employee of the Corporation or school management company, or a blood or marital relation of any of them.

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

(1) The Board shall hold one or more meeting(s) to discuss and vote on the transaction or arrangement resulting in the conflict of interest. An Interested Person may make a presentation to the Board, but after such presentation, shall leave the meeting(s) during the discussion of, and the vote on the conflict of interest transaction.

(2) The Chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

(3) After exercising due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the school with reasonable efforts, the Board of Directors concludes that it is in the Corporation's best interests and is fair and reasonable to authorize the Self-Dealing Transaction

(4) The Board of Directors authorizes, approves, or ratifies the transaction by the affirmative vote of a majority of the disinterested Directors, and with

disclosure or knowledge of the material facts concerning the Self-Dealing Transaction.

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

ADOPTED this _____ day of _____, 2016, I certify that the foregoing First Amended and Restated Bylaws of DeKalb Preparatory Academy, Inc. were approved and adopted by and on behalf of the Corporation by its Board of Directors on _____, 2016, and are currently in effect.

Dated:

By: _____

EXHIBIT 3

Attach a copy of the governing board's Conflict of Interest Policy.

Board Member Conflict of Interest

Purpose

This policy outlines the Conflict of Interest statements for Governing Board members.

Duration

This policy is permanent.

Policy

Pursuant to the Charter governing the DeKalb Preparatory Academy (DPA) no member of the Board shall knowingly:

1. Engage in any business or transaction with, or have a financial or other personal interest, direct or indirect, in the affairs of DPA that would result in a financial benefit, except for a financial benefit of a nominal or incidental amount, to the official, appointed officer, employee, or relative of such person, or which would tend to impair his/her independence of judgment or action in the performance of official duties.

2. Engage in or accept private employment or render services for private interests when such employment or service is incompatible with the proper discharge of his/her official duties or would tend to impair his/her independence of judgment or action in the performance of his/her official duties.

3. Disclose information or use information, including information obtained at meetings that are closed pursuant to Title 50, Chapter L4, of the O.C.G.A. concerning the property, government, or affairs of DPA or any office, department, or agency thereof, not available to members of the general public and gained by reason of his/her official position for his/her personal gain or benefit, or to advance his/her financial interests or that of any other person or business entity.

4. Represent private interests in any action or proceeding against DPA or any office, department, or agency thereof.

5. Vote or otherwise participate in the negotiation or the making of any contract with any business or entity in which he/she, or his/her relative, has a financial interest.

6. Solicit, accept, or agree to accept gifts, loans, gratuities, discounts, payment, or services from any employee, person, firm, or corporation that to his/her knowledge is interested directly or indirectly in any manner whatsoever in business dealings with DPA or any office, department, or agency thereof;

EXHIBIT 4

Attach a copy of the governing board's Conflict of Interest Form.

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

Name & Title: Wanda McKay
Proposed Charter School: DeKalb Preparatory Academy
Telephone: 404-886-4448
Street Address: 2175 Columbia Drive
City, State, Postal Code: Decatur, GA 30032
Email Address: wanda-mckay@att.net

Conflict of Interest Disclosure

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

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? Yes ☐ No ☐

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐
Yes
No ☑

3) Did or will you or your spouse lease or sell property to the proposed charter school? Yes ☐ No ☑

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? Yes ☐ No ☑

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? Yes ☐ No ☑

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? Y☐ ☑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 N☐ ☑

10) Do you or your spouse currently serve as a public official, elected or appointed, 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 ☐ ☑

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) WM 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

02-21-2018
Date

DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print): Wanda McHay

Signature: Wanda McHay Date: 07-21-2018

Please list below all personal and professional affiliations:

This form has been reviewed by Wanda McHay of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: Wanda McHay Date: July 31, 2018

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

Name & Title: Matthew Goodwin
Proposed Charter School: DeKalb Preparatory Academy
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? Y☐ ☒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 or your spouse currently serve as a public official, elected or appointed, 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) MGG 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

07/21/18
Date

DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print): Matthew Goodison-Orr

Signature: Mee Date: 07/21/18

Please list below all personal and professional affiliations:

Suntrust Bank
Suntrust Robinson Humphrey

This form has been reviewed by Wanda McKay of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: Wanda McKay Date: July 21, 2018

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

Name & Title: Brian Woods
Proposed Charter School: DeKalb Preparatory Academy
Telephone: 404-940-5500
Street Address: 5308 Estate Drive
City, State, Postal Code: Atlanta, GA 30349
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? Y ☐ ☑ 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 N ☐ ☑
10) Do you or your spouse currently serve as a public official, elected or appointed, 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 ☐ ☑
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) BW 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

7/21/18
Date

DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print):
Brian Woods

Signature: Brian Woods Date: 7/21/18

Please list below all personal and professional affiliations:

This form has been reviewed by Wanda McKay of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)
Signature: Wanda McKay Date: July 31, 2018

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

Name & Title: HARRY STERN - BOARD VICE CHAIR
Proposed Charter School: DeKalb Preparatory Academy
Telephone: 770-856-1777
Street Address: 48 OLD FINER MILL Rd.
City, State, Postal Code: MARIETTA, GA. 30067
Email Address: HARRYDSTERN@GMAIL.COM

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? Y☐ ☐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 N☐ ☒
10) Do you or your spouse currently serve as a public official, elected or appointed, 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 ☐ ☒
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

7/21/18
Date

DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print): HARRY STERN

Signature: [signature] Date: 7/21/18

Please list below all personal and professional affiliations:

This form has been reviewed by Wanda McKay of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: Wanda McKay Date: July 31, 2018

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

Name & Title: Janelle Wilhite, Treasurer
Proposed Charter School: DeKalb Preparatory Academy
Telephone: 678.412.2030
Street Address: 3711 Uppadc Dr Atlanta, GA 30349
City, State, Postal Code:
Email Address: wilhitej@gmail.com

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? Y☐ ☐(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 or your spouse currently serve as a public official, elected or appointed, or sit on any other boards? Yes (No) ☐ ☐
11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? Yes (No) ☐ ☐
12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? Yes (No) ☐ ☐
13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? Yes (No) ☐ ☐

Criminal Background History

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

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

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its

trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

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

Signature

Date 7/25/18

DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print): Janelle Wilhite

Signature: _____ Date: 7/25/18

Please list below all personal and professional affiliations:

This form has been reviewed by Wanda McKay of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: Wanda McKay Date: July 31, 2018

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

Name & Title: Suzette Arnold, Chairperson
Proposed Charter School: DeKalb Preparatory Academy
Telephone: (770) 855-6307
Street Address: 793 Prestige Point
City, State, Postal Code: Atlanta, Ga, 30349
Email Address: sarnold793@aol.com

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 or your spouse currently serve as a public official, elected or appointed, 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.

S. Arnold
Signature

7/21/18
Date

DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print):

Suzette Arnold

Signature: S. Arnold Date: 7/21/18

Please list below all personal and professional affiliations:

This form has been reviewed by Wanda McKay of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)

Signature: Wanda McKay Date: July 31, 2018

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

Name & Title: Roberta Walker
Proposed Charter School: DeKalb Preparatory Academy
Telephone: 770-808-0604
Street Address: 5600 Hunters Valley
City, State, Postal Code: Lithonia, GA 30038
Email Address: rowalker2003@yahoo.com

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 or your spouse currently serve as a public official, elected or appointed, 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.

Roberta Walker
Signature

7/10/2018
Date

DEKALB PREPARATORY ACADEMY
CONFLICT OF INTEREST ANNUAL AFFIRMATION
AND
DISCLOSURE STATEMENT

I have received and carefully read the Conflict of Interest Policy of DeKalb Preparatory Academy (the "Organization"). By signing this Annual Affirmation and Disclosure Statement, I hereby affirm that I understand and agree to comply with the Conflict of Interest Policy. I further understand that the Organization is a nonprofit organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes without personal gain (other than salary) by board members or staff. Except as otherwise indicated below, I hereby state that I do not have any financial interests as described in the Conflict of Interest Policy. If any situation should arise in the future that I think may involve me in a conflict of interest, I will promptly and fully disclose in writing the circumstances to the Secretary of the Board of Directors of the Organization. Name (Please print) Signature Date Please explain potential conflict(s) below:

Name (Please print):
Roberta R. Walker

Signature: Roberta R Walker Date: 7/20/2018

Please list below all personal and professional affiliations:

This form has been reviewed by Wanda McHoy of the Governance committee of the Organization's governing board to determine if conflicts or potential conflicts exist.

Reviewed by (Executive Committee, Governance Committee Representative)
Signature: Wanda McHoy Date: 07-31-2018

EXHIBIT 5

DeKalb Preparatory Academy's Annual Report

System Name: DeKalb County
DeKalb Preparatory Academy Accountability Report

Contract Period: 2017-2022

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

School/System Name: DeKalb Preparatory Academy — **Charter Term: July 1, 2013-June 30, 2019** (DPA received a charter extension in 2016)

Contract Terms and Performance Goals

	Assessment	Year 1 (2013-2015)		Year 2 (2015-2016)		Year 3 (2016-2017)		Year 4 (2015-2016)		Year 5(2016-2017)	
Essential or Innovative Features (Indicate whether each essential or innovative feature was implemented. Use the legend below to indicate the implementation of each feature.)											
Montessori/Paragon implementation (Montessori Contract terminated in 2014-15)		Yes		Yes							
Interdisciplinary humanities curriculum (Montessori Curriculum)		Yes		Yes							
Personalized student achievement plans		No		No		No		Yes		Yes	
Small learning community		Yes		Yes		Yes		Yes		Yes	
Spanish and arts electives at least 3 times/week each week for each student		Yes		Yes		Yes		Yes		Yes	
Extended instructional time (192 days, annually and 7 1/2 hours daily)		Yes		Yes		Yes		No		Yes	
		Target	Actual	Target	Actual	Target	Actual	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 below to color code each "Actual" performance with how may add additional lines for any measure as needed):

Goal 1: The Charter School will make Adequate Yearly Progress as defined by Georgia state requirements and No Child Left Behind and demonstrate increasing student performance. Students in all Subgroups will demonstrate proficiency and improvement over prior years' performance.

Measure 1: During each year of its charter term, the Charter School will make Adequate Yearly Progress as demonstrated by meeting or exceeding the Annual Measurable Objectives for Mathematics, Reading/English Language Arts and all other requirements as established by the Department each year.	Eng/Lang Arts	90.5	89	90	73.4	60	49.7				
	Reading	94	94	95	83.1						
	Math	85	71	85	74.5	80	63.7				
	Science	81	69	81	69.8	59	49.1				
	Social Studies	83	73	82.9	53.7	58.7	59.2				
Measure 2: During each year of its charter term, the Charter School's CRCT pass rate will meet or exceed the district or state average, whichever is higher.	ES	77.8	58.9	72.4	59.6	76	60.1				
	MS	N/A	N/A	N/A	N/A	71.2	71.4				
Measure 3: During Years 2-5 of the charter term, the Charter School will surpass the Year 1 baseline percentage of students scoring in the Exceeds category in each grade level and CRCT subject area by an additional 2% per year until the percentage of students scoring in the Exceeds category is at or above 50%. Once the percentage of students scoring in the Exceeds category is at or above 50%, the Charter School will sustain the percentage of students in the Exceeds category by 1% per year for the remainder of the charter term in each grade level and CRCT subject area.	Ela 1	25	25	25	31	27	33.8				
	Ela 2	35	35	37	31	39	26.7				
	Ela 3	N/A	N/A	26	26	28	21.3				
	Ela 4	N/A	N/A	N/A	N/A	27.5	27.5				
	Reading 1	49	49	51	51						
	Reading 2	48	48	48	39						
	Reading 3	N/A	N/A	18	18						
	Reading 4	N/A	N/A	N/A	N/A						
	Math 1	30	30	32	32	38	37.7				
	Math 2	23	23	35	23	37	23.1				
	Math 3	N/A	N/A	39	39	41	25				
	Math 4	N/A	N/A	N/A	N/A	15	15				
	Science 1	17	17	19	19	21	21.2				
	Science 2	30	30	32	32	34	13.3				
	Science 3	N/A	N/A	24	24	16	17.1				
	Science 4	N/A	N/A	N/A	N/A	12.5	12.5				
	Soc Studies 1	15	15	17	17	19	19.1				
	Soc Studies 2	8	8	11	8	13	8.5				
	Soc Studies 3	N/A	N/A	9	9	7	4.6				
	Soc Studies 4	N/A	N/A	N/A	N/A	12.5	12.5				

Elementary School Milestones

	English/Language Arts							63.8	57.2	66.9	53.9
	Mathematics							66.8	66.8	69.2	53.9
	Science							61.8	69.8	62.8	71.1
	Social Studies							65.1	72.5	65.9	77.4

Middle School Milestones

	English/Language Arts							63.8	64.5	66.9	67.9
	Mathematics							66.8	69.8	69.8	68.1
	Science							61.8	72.5	62.8	72.8
	Social Studies							65.1	77.8	66.5	84.4

New Measure 1: CCRPI Proficiency/Improvement - CCRPI scores shall be equal to or better than both the State and Local District.

DCSD Single Score	62.4	64.8	62.8	66.4	67.7	61.3	66.8	65.5	69.8	67.9
Georgia Single Score	75.8	69.9	72.8	74.4	75.5	61.3	73.6	65.5	75	67.9
DCSD Elementary School Score	62.8	58.5	62.2	62.8	64.8	60.1	62	64	67	66
Georgia Elementary School Score	77.8	68.8	72.7	72.6	76	60.1	71.7	62	72.9	66
DCSD Middle School Score					68.3	71.4	66.8	67.5	67.8	70.8
Georgia Middle School Score					71.2	71.4	71.5	67.5	73	70.8

New Measure 2: The Charter School shall Beat the Odds in each year of the charter term.

			Not Met		Not Met		Met		Not Met	

Goal 2: Each year, by subject and grade level, the Charter School will exhibit growth on a total norm-referenced test.

Measure 1: In Year 1 of the charter, all students will make 2.5 NCEs of growth by grade on Reading and Math portions of the Iowa Test of Basic Skills (ITBS) between the beginning and end of Year 1. Each subsequent year thereafter, growth will be 5 NCEs by grade level and subject until the Charter School's scores equal to or greater than the total average.	ITBS Reading 1	50	N/A	50	N/A	50	55	50	51		
	ITBS Reading 2	50	N/A	50	48	50	47	50	48		
	ITBS Reading 3	50	N/A	50	51	50	47	50	48		
	ITBS Math 1	50	N/A	50	N/A	50	78	50	47		
	ITBS Math 2	50	N/A	50	48	50	39	50	51		
	ITBS Math 3	50	N/A	50	41	50	39	50	39		

Organizational Goal 1: Students will demonstrate a commitment to learning as measured by their attendance and promotion rates.

Measure 1: In each year of the charter, the percentage of students absent 11 days or more shall not exceed 10% and shall improve by 2 percentage points until the percentage of students absent 11 days or more is below 5%.		8%	8%	8%	8.5%	11.2%
Measure 2: The school will maintain a daily attendance rate of ninety-five percent (95%) or higher (as it is now) year.		100	100	96.07	93.80%	95.60%
Measure 3: The average promotion rate for the school will be 85% or higher annually and the average promotion rate of students who attended in prior years will be 95% or higher annually.		Met	Met	Met	Met	Met

Organizational Goal 2: The Charter School will minimize student attrition and maintain a sustainable enrollment size.

Measure 1: The Charter School will not exceed a maximum student attrition rate of 15 percent in any year.	N/A	Met	Met	Met	Met	

Organizational Goal 3: Parents will demonstrate high satisfaction with the academic program and the communications of the Charter School.

Measure 1: Each year, 90% of parents will indicate that they are at least "satisfied" with the overall quality of their child's education as measured via an annual survey conducted at the conclusion of the school year, in which the options are very unsatisfied, unsatisfied, somewhat satisfied, satisfied, and very satisfied. The survey response rate will be at least 85% of parents surveyed.		Not Met	Not Met	Not Met	Progress Made	Progress Made
Measure 2: Each year, 100% of parents will attend at least one parent teacher conference upon request.		Not Met	Not Met	Not Met	Progress Made	Progress Made
Measure 3: Each year, 50% of parents will volunteer a minimum of 2 hours per parent per month to the school.		Not Met	Not Met	Not Met	Progress Made	Progress Made

Organizational Goal 4: Faculty members will demonstrate a commitment to constant learning and professional growth.

Measure 1: Each year, every teacher will set and achieve individual professional development goals.		Met	Met	Met	Met	Met
Measure 2: Each year, every teacher will participate in at least one professional conference or other specific professional development opportunity.		Met	Met	Met	Met	Met
Measure 3: Each year, every teacher will conduct and review peer evaluations with at least one other teacher in the school.		Met	Met	Met	Met	Met

Organizational Goal 5: The Charter School will be economically sustainable.

Measure 1: Each year, the Charter Schools will operate in a fiscally sound manner as determined by the external audit.		Met	Met	Met	Met	Met
Measure 2: Actual and projected budgets for each school year will demonstrate effective allocation of resources.		Met	Met	Met	Met	Met
Measure 3: The School will clearly demonstrate that the Charter School maintains a fiscally viable reserve.		Met	Met	Met	Met	Met
Measure 4: The Charter School will meet all Generally Accepted Accounting Practices (GAAP) as demonstrated by external, annual audit reports.		Met	Not Met	Progress Made	Not Met	Met
					Met	Progress Made / Not Met

EXHIBIT 6

Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the autonomy of the charter school from the district.

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

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

Locally-Approved Charter School Partners Roles and Responsibilities Chart

Personnel Decisions	**DeKalb Preparatory Academy Governing Board**	**DeKalb Preparatory Academy School Management**	**DeKalb County School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
Select, retain, transfer, promote, demote, and/or terminate the principal or school leader	✔					
Evaluate the principal or school leader (LKES)	✔					
Select, retain, transfer, promote, demote, and/or terminate faculty and all other staff		✔				
Evaluate the teachers (TKES) and all other staff		✔				
Determine whether teacher certification will be required	✔	✔				
Plan professional development for staff		✔				
Financial Decisions and Resource Allocation	**DeKalb Preparatory Academy Governing Board**	**DeKalb Preparatory Academy School Management**	**DeKalb County School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
Determine number and type of personnel positions budgeted, including qualifications, roles, and job descriptions	✔	✔				
Establish compensation model including salary ranges, bonus or performance-based increases, supplements, and personal and professional leave, health, dental, disability, and other benefit plans offered (other than TRS, which is mandated) for all employees	✔	✔				
Set budget priorities with funds received that are aligned with school improvement plan, including personnel, curriculum, supply, equipment, maintenance, operations, and all other costs	✔	✔				
Ensure school receives all per-pupil and other funding to which it is entitled by agreement with the local district (its fiscal agent)	✔	✔	✔			
Raise additional funds through fundraising efforts	✔	✔				
Exercise discretion over expenditure for all state and local funds and, as permissible, federal funds		✔				
Final school budget approval	✔					
Establish financial policies and standard operating procedures	✔					

Locally-Approved Charter School Partners Roles and Responsibilities Chart						
Maintain a reserve fund	✓					
Determine facility uses	✓	✓				
Ensure sound fiscal management and monitor budget implementation	✓	✓				
Curriculum and Instruction	**DeKalb Preparatory Academy Governing Board**	**DeKalb Preparatory Academy School Management**	**DeKalb County School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
Recommend/Adopt instructional delivery model	✓	✓				
Recommend/Adopt curriculum, including any changes in curriculum as needed to improve student achievement	✓	✓				
Recommend/Adopt courses and programs to offer	✓	✓				
Recommend/Adopt textbooks, technology, and instructional materials	✓	✓				
Recommend/Establish additional graduation requirements	✓	✓				
Recommend/Adopt course and credit requirements, including technology and physical education skill requirements	✓	✓				
Recommend/Adopt seat time requirements	✓	✓				
Recommend/Adopt opportunities for student acceleration/remediation	✓	✓				
Create or modify Career Pathway curricula	✓	✓				
Choose dual enrollment options	✓	✓				
Choose credit recovery options	✓	✓				
Utilize online learning platforms (e.g., Georgia Virtual School)		✓				
Establish additional mastery level requirements for performance	✓	✓				
Select additional formative and/or summative assessments to determine student levels of mastery and growth	✓	✓				
Curriculum and Instruction *(continued)*	**DeKalb Preparatory Academy Governing Board**	**DeKalb Preparatory Academy School Management**	**DeKalb County School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
Establish delivery model, scheduling, staffing, and supplemental services for English Learner (EL), special education (SPED), gifted, and remedial programs	✓	✓				
Establish curriculum maps, pacing charts, and methods for monitoring the curriculum		✓				
Establish lesson plan requirements for teachers		✓				
Establish placement and promotion criteria	✓	✓				
Set grading and reporting policies, plans, process, schedules, and formats	✓	✓				

Locally-Approved Charter School Partners Roles and Responsibilities Chart

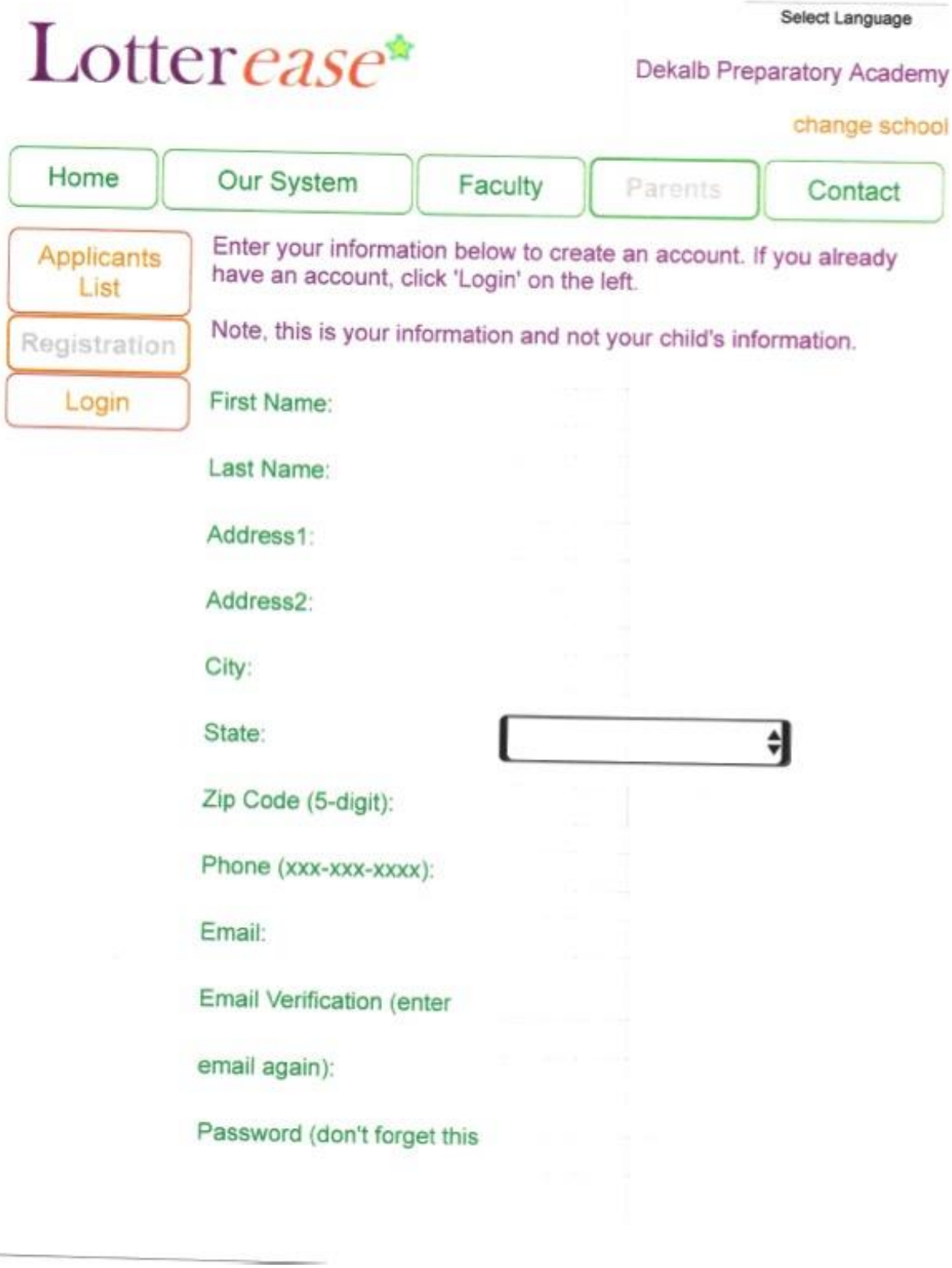
Establishing and Monitoring the Achievement of School Improvement Goals	DeKalb Preparatory Academy Governing Board	DeKalb Preparatory Academy School Management	DeKalb County School District*	Post-Secondary Education Partner(s) (if applicable)	Business Partner(s) (if applicable)	Community Partner(s) (if applicable)
Complete self-assessment based on Georgia School Performance Standards		✔				
Develop actions, strategies, and interventions with faculty and staff (i.e., school improvement plan)		✔				
Set a timeline for implementing school improvement timeline	✔	✔				
Set a budget for implementing school improvement timeline	✔	✔				
Recommend/Approve school improvement plan and provide oversight of its implementation	✔	✔				
Hold principal or school leader accountable for school improvement plan implementation and timeline	✔					
Hold faculty and staff accountable for school improvement plan implementation and timeline		✔				
Evaluate success of school improvement plan and recommend/make revisions as needed	✔	✔				
Regularly communicate student and school performance data to all stakeholders		✔				
School Operations	**DeKalb Preparatory Academy Governing Board**	**DeKalb Preparatory Academy School Management**	**DeKalb County School District***	**Post-Secondary Education Partner(s) (if applicable)**	**Business Partner(s) (if applicable)**	**Community Partner(s) (if applicable)**
Provide input into school operations that are consistent with school improvement and charter goals, including establishing human resources policies, procedures, and handbooks	✔	✔				
Establish work schedules of faculty and staff (e.g., hours per day, days per year, calendars)		✔				
Establish experience, training, and other matters related to substitute teachers		✔				
Recommend/Set school daily, weekly, and annual school calendar and class schedules, including length of school year, holidays, early release days, etc.	✔	✔				
Recommend/Approve professional development vendors and resources	✔	✔				
Manage day-to-day human resources		✔				
HR processing, including employment contracts and benefits administration		✔				
Recommend/Select co-curricular and extracurricular activities	✔	✔				
Establish after-school and Saturday programs as needed	✔	✔				
Set enrichment and/or advisory periods as needed		✔				
Establish field trips, including locations and date		✔				

Locally-Approved Charter School Partners Roles and Responsibilities Chart						
Set class size and student-teacher ratios	✓	✓				
Set staff-to-student ratios for non-class times (e.g., lunch, recess, specials, transitions)	✓	✓				
Establish school partnerships for school growth	✓	✓				
Develop communications strategies, including stakeholder surveys, parent involvement, volunteer support	✓	✓				
Select/Approve vendors aligned with school needs	✓	✓				
Manage transportation decisions, including authority to contract for transportation service	✓	✓				
Select information systems (e.g., Student Information System, financial information systems)	✓	✓				
Manage the facility or facilities that are owned and operated by the school system for use by the charter school	✓	✓				
Approve/manage the food service agreement with a vendor or the school system	✓	✓				
Establish school size	✓	✓				
Establish school grade span different from typical primary, elementary, middle, and high public school models (e.g., 4-8, K-8, K-12)	✓	✓				
Establish attendance policies	✓	✓				
Establish student code of conduct and behavior policies, plans, processes, and formats	✓	✓				
Adopt and implement a marketing plan that is inclusive in its recruitment and retention of all students	✓	✓				
Ensure access to support to address the physical, social, financial, and emotional needs of students in the school	✓	✓				

**The LBOE retains its constitutional authority*

EXHIBIT 7

Attach a copy of any admissions (pre-lottery) application the charter school proposes to use.


Lotterease
Select Language
Dekalb Preparatory Academy
change school
Home
Our System
Faculty
Parents
Contact
Applicants List
Registration
Login
Enter your information below to create an account. If you already have an account, click 'Login' on the left.
Note, this is your information and not your child's information.
First Name:
Last Name:
Address1:
Address2:
City:
State:
Zip Code (5-digit):
Phone (xxx-xxx-xxxx):
Email:
Email Verification (enter
email again):
Password (don't forget this

password):

Password Verification

(enter password again):

Submit

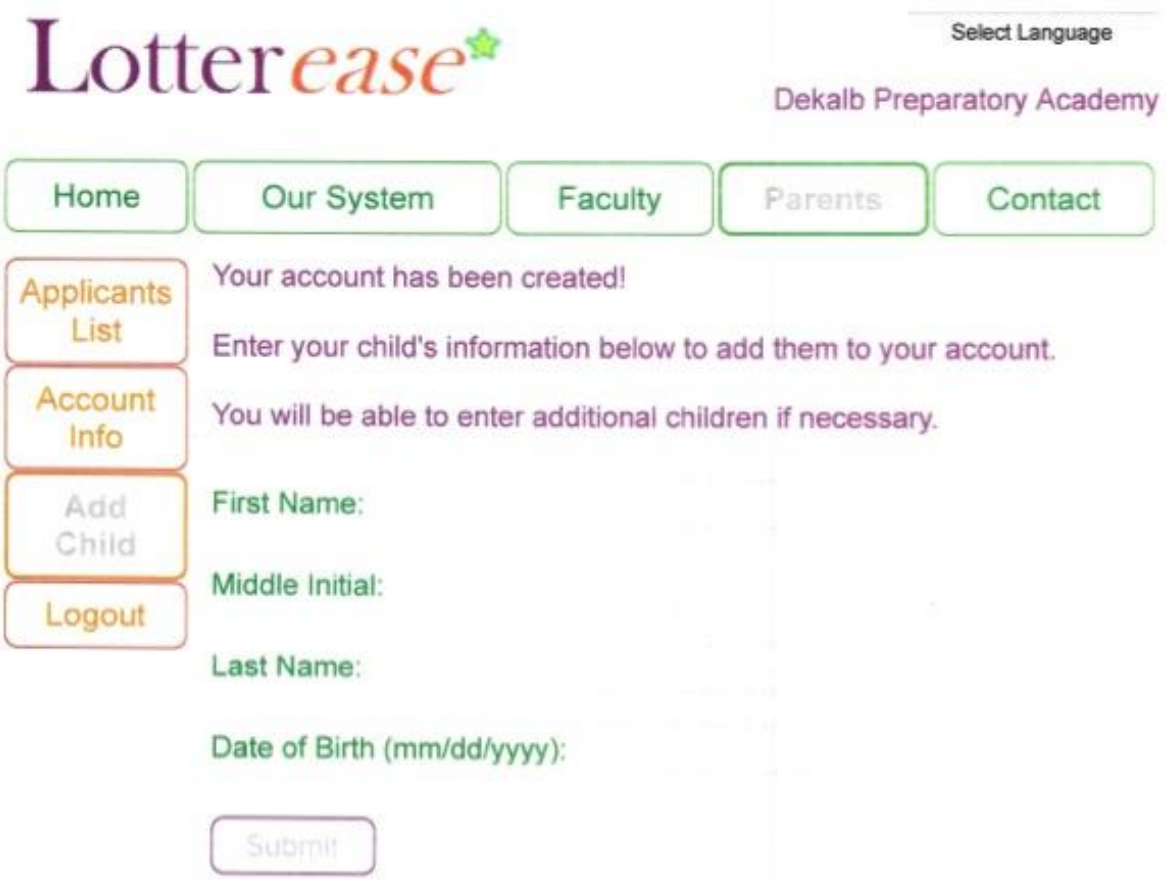

Lotterease
Select Language
Dekalb Preparatory Academy
Home
Our System
Faculty
Parents
Contact
Applicants List
Account Info
Add Child
Logout
Your account has been created!
Enter your child's information below to add them to your account.
You will be able to enter additional children if necessary.
First Name:
Middle Initial:
Last Name:
Date of Birth (mm/dd/yyyy):
Submit

EXHIBIT 8

Attach a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency in its procedures.

ADMISSIONS

DeKalb Preparatory Academy is a charter school open to any student (K-8) that resides within DeKalb County School District. There are no primary and secondary zones. Charter schools, as well aspublic schools, must comply with state and federal regulations, and **admissions are open to students in accordance with the school's charter agreement.**

Annually, most grades have a wait list. However, the length of the waiting list varies depending on the grade. DeKalb Preparatory Academy does not maintain a waiting list from previous schoolyears. ***Parents must re-submit an application for the following school year during that year's application period.***

Admissions Policy:

Returning students and new applicants will be enrolled subject to the following priorities:

- Students who attended DeKalb Preparatory Academy during the previous school year
- Siblings of students who attended DeKalb Preparatory Academy during the previousschool year
- The children of teachers, staff and board members at DeKalb Preparatory Academy notfalling under the first two criteria above, including children of teachers and staff who liveoutside of DeKalb County
- Students who reside in the DeKalb county School District service area

When demand for enrollment exceeds available capacity for prospective students from the criteriaabove, DeKalb Preparatory Academy will create a waiting list by grade. DeKalb Preparatory Academy will use a lottery to make selections according to the stipulated priorities in the school charter.

New Student Application Requirements:

Open enrollment applications are made available on the website through the Lotterease online application system. The application is posted in the month of January for all prospective families. All applicants must enter their information into the application for the lottery that is conducted the last week in February, prior to the March 1st deadline. You will receive an email confirmation once the registration is complete and will automatically be notified of the lottery results once the lottery has been verified. If you have any questions regarding the lottery or registration process, please contact the school registrar at 404-937-2000.

The school will notify you according to your desired form of notification (email, phone…) designated when you first registered. Should contact information change it is your responsibility to notify Mattie Reid at mreid@DeKalbprepacademy.org of that change.

Parents/guardians will have ten (10) business days from the date of notification to turn in a completed enrollment packet. If enrollment packets are not received by 3:00 PM on the tenth day, the parents/guardians will forfeit their slot to the next wait listed student.

Re-Enrollment:

To secure your child's place at DPA for the next school year, you must officially complete the re-enrollment process and complete ½ of the allotted hours of your volunteer requirement (10 hours).

Withdrawal

Parents needing to withdraw their child should come by the front office to request a withdrawal form. A Withdrawal Form is necessary when a family removes a student from the school during the school year. The withdrawal must be signed. We must ensure that all school property and textbooks have been turned in by the child and all Lunch balances have been cleared before he or she leaves the school. Please give the office 48 hours to process your request once the completed form is received.

EXHIBIT 9

Attach the charter school's annual calendar and the charter school's daily school schedule.

DEKALB PREPARATORY ACADEMY | 2018-2019 CALENDAR

4 Independence Day
23-27 Pre-Planning Days
30 First Day of School

(2 Instructional Days)

JULY 2018

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

15 Half-Day

(23 Instructional Days)

AUGUST 2018

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

3 Labor Day
12 Half- Day

(19 Instructional Days)

SEPTEMBER 2018

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

5 Fall Break **(IW)**
8 Columbus Day **(IW)**
17 Half-Day

(21 Instructional Days)

OCTOBER 2018

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

19-23 Thanksgiving Break

(17 Instructional Days)

NOVEMBER 2018

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

21 Last Day of 1st Semester
24-31 Winter Break

(15 Instructional Days)
(97 Total Instructional Days)

DECEMBER 2018

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

JANUARY 2019

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

1-3 Winter Break
4 Post/Pre-Planning Day
21 M.L. King Day

(18 Instructional Days)

FEBRUARY 2019

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

15 February Break**(IW)**
18 Presidents' Day

(18 Instructional Days)

MARCH 2019

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						

7 Half-Day
8 Teacher's Workday**(IW)**

(20 Instructional Days)

APRIL 2019

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				

1-5 **Spring Break**

(17 Instructional Days)

MAY 2019

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

27 Memorial's Day
31 Last Day of School

(22 Instructional Days)
(95 Total Instructional Days)

JUNE 2019

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						

3-4 Post Planning Days

IW=Inclement Weather Days

DeKalb Preparatory Academy Charter
Master Schedule -Elementary
Kindergarten

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:25 - 07:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
07: 30 09:30	Reading/LA	Reading/LA	Reading/LA	Reading/LA	Reading/LA
09: 33 - 10:03	**Spanish**	**AVC K**	Reading/LA	**Technology**	Reading/LA
10:06 - 10:36	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
10:39 - 10: 54	RECESS	RECESS	RECESS	RECESS	RECESS
10: 57 - 11:57	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 - 12: 45	Music	Science	Social Studies	Science	Social Studies
12: 48 - 1:33	Physical Education	Science	Social Studies	Science	Social Studies
01: 36 - 02:21	Art	Social Studies	Science	Social Studies	Science
02:24 - 03:00	Power Hour	Power Hour	Power Hour	Power Hour	Power Hour

DeKalb Preparatory Academy Charter
Master Schedule -Elementary
1st Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:25 - 07:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
07: 30 08:00	Reading/LA	**Technology**	Reading/LA	**AVC 1**	**Spanish**
08: 03 - 10:03	Reading/LA	Reading/LA	Reading/LA	Reading/LA	Reading/LA
10:06 - 10:36	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
10:39 - 10: 54	RECESS	RECESS	RECESS	RECESS	RECESS
10: 57 - 11:57	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00 - 12: 45	Social Studies	Physical Education	Science	Social Studies	Science
12: 48 - 1:33	Social Studies	Art	Science	Social Studies	Science
01: 36 - 02:21	Science	Music	Social Studies	Science	Social Studies
02:24 - 03:00	**Power Hour**	**Power Hour**	**Power Hour**	**Power Hour**	**Power Hour**

DeKalb Preparatory Academy Charter
Master Schedule -Elementary
2nd Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07:25 - 07:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
07: 30 09:30	Reading/LA	Reading/LA	Reading/LA	Reading/LA	Reading/LA
09: 33 - 10:33	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
10:36 - 11:06	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:09 - 11: 19	RECESS	RECESS	RECESS	RECESS	RECESS
11: 22 - 12:07	**Technology**	Mathematics	**Music**	**AVC 2**	Spanish
12:10 - 12: 55	Science	Social Studies	**Physical Education**	Social Studies	Science
12: 58 - 01:45	Science	Social Studies	**Art**	Social Studies	Science
01: 48- 02:33	Social Studies	Science	Social Studies	Science	Social Studies
02:36 - 03:00	Power Hour	Power Hour	Power Hour	Power Hour	Power Hour

DEKALB PREPARATORY ACADEMY

Master Schedule

Grade 6

Time	Teacher 1	Teacher 2
7:25 - 7:30	Homeroom	Homeroom
7:30 - 8:10	Spanish	Technology/AVC
8:13 – 8:43	Physical Education	Spanish
8:46 - 9:16	Technology/AVC	Physical Education
9:19 - 9:49	Power Hour	Power Hour
9:52 - 10:57	ELA- Ms. Gilbert	Math Mr. Johnson
11:00- 12:07	Science Ms. Hall	Social Studies Ms. Gilbert
12:10 – 12:40	LUNCH	LUNCH
12:43 – 1:50	Social Studies Ms. Gilbert	Science – Ms. Hall
1:53 – 3:00	Math Mr. Ford	ELA - Ms. Gilbert

DEKALB PREPARATORY ACADEMY

Master Schedule

Grade 7

Time	Mr. Saunders Group 1	Mr.Ward Group 2	Mr. Ford Group 3
07:25 - 07:30	Homeroom	Homeroom	Homeroom
07:30 - 08:37	ELA Mr. Saunders	Science Ms. Hall	Math Mr. Ford
08:40 – 09:47	Math Ford	ELA Mr. Saunders	Science Ms. TenHoopen
09:50 - 10:22	Spanish	Physical Education	Technology/AVC
10: 25 - 10:57	Technology /AVC	Spanish	Physical Education
11:00 - 11:32	Physical Education	Technology/AVC	Spanish
11:35 – 12: 07	POWER HOUR	POWER HOUR	POWER HOUR
12:10 – 12:40	LUNCH	LUNCH	LUNCH
12:43 – 1:50	Social Studies Ward	Math Mr. Ford	ELA Mr. Saunders
1:53 – 3:00	Science Ms. Hall	Social Studies Mr. Ward	Social Studies – Mr. Saunders

DEKALB PREPARATORY ACADEMY

Master Schedule

Grade 8

Time	Ms. Tenhoopen	Ms. Cadiz	Mr. Johnson
07:25 - 07:30	Homeroom	Homeroom	Homeroom
07:30 - 08:37	Science Ms.TenHoopen	ELA- Cadiz	Math Mr. Johnson
08:40 – 09:47	Math Mr. .Johnson	Social Studies – Ms. Cadiz	Social Studies - Mr. Ward
09:50 - 10:57	Social Studies Mr. Ward	Science Ms. TenHoopen	ELA Ms. Cadiz
11: 00 - 12:07	ELA Ms. Cadiz	Math – Mr. Johnson	Science Ms. TenHoopen
12: 10 – 12: 40	POWER HOUR	POWER HOUR	POWER HOUR
12:43 – 01::13	LUNCH	LUNCH	LUNCH
01:18 - 01: 48	Physical Education	Spanish	Technology/AVC
01:51 – 02: 21	Spanish	Technology /AVC	Physical Education
02:24 – 03:00	Technology/AVC	Physical Education	Spanish

DEKALB PREPARATORY ACADEMY

Master Schedule 2017-2018

Middle School Specials Schedule

Time	Ms. Johnston AVC	Ms. Crowley Spanish	Coach G Physical Education
07:25 - 07:30	Homeroom	Homeroom	Homeroom
7:30 - 8:10	Technology/AVC Grade 6 Group 2	Spanish – Grade 6 – Group 1	PLANNING
8:13 – 8:43	PLANNING	Spanish Grade 6 – Group 2	Physical Education - Grade 6 – Group 1
8:46 - 9:16	Technology/AVC Grade 6 Group 1	PLANNING	Physical Education Grade 6 – Group 2
09:50 - 10:22	Technology/AVC Grade 7 - Group 3	Spanish Grade 7 – Group 1	Physical Education Grade 7 – Group 2
10: 25 - 10:57	Technology /AVC Grade 7 – Group 1	Spanish Grade 7 – Group 2	Physical Education Grade 7 - Group 3
11:00 - 11:32	Technology/AVC Grade 7 - Group 2	Spanish Grade 7 – Group 3	Physical Education Grade 7 - Group 1
11:35 - 12:07	PLANNING	PLANNING	PLANNING
12:10 – 12:40	PLANNING	PLANNING	PLANNING
12:45 - 1:15	LUNCH	LUNCH	LUNCH
01:18 - 01: 48	Technology /AVC Grade 8 Group 3	Spanish Grade 8 - Group 2	Physical Education Grade 8 - Group 1
01:51 – 02: 21	Technology /AVC Grade 8 - Group 2	Spanish Grade 8 - Group 1	Physical Education Grade 8 - Group 3
02:24 – 03:00	Technology/AVC Grade 8 - Group 1	Spanish Grade 8 - Group 3	Physical Education Grade 8 - Group 2

EXHIBIT 10

Attach a copy of the scope and sequence for each proposed course/grade level.

DeKalb Preparatory Academy
Kindergarten – 8th Grade Curriculum Maps

Project based learning expeditions are instructional models that DPA infuses in the layered facets of its curriculum. Project based learning allows students to experience education. Students embrace compelling topics that are instructionally designed to increase mastery of core content standards. Project based learning requires students to construct deep understandings and skills and to create products for real audiences. Project based learning supports critical literacy, promote character development, create a sense of adventure, spark curiosity, and foster an ethic of service – which are all components of culturally responsive pedagogical practices. PBLs address central academic standards of content, skills, and presentation, and include goals related to character and community. PBL allows for and encourage authentic integration of the disciplines.

At DeKalb Prep, our teachers will work together to ensure that all project based learning is rooted by the Georgia Standards of Excellence. We have divided our curriculum into quarters, and will expect at least on learning expeditions to occur each semester.

For DeKalb Preparatory Academy, project based learning, will be interdisciplinary and incorporate all Georgia core content standards, culturally responsive pedagogy, and Audio Video Communications standards (National Educational Technology Standards for Students (ISTE). Learning will conclude at the end of each quarter. Most importantly, the goal of our curriculum maps show how we expect our standards to be bundled to meet the diverse needs of our students.

As stated earlier, our maps are divided by content for each grade level on a quarter basis. Each quarter delineates a theme that drives the core content. The maps state the core content standards, the minimum core materials that will be used, culturally responsive approach to teaching, Depth of Knowledge levels for teachers to apply, and ISTE standards. Our maps will evolve over time and will ensure that DPA students have access to a quality education.

Quarter 1 Kindergarten ELA	
Theme	Interdependence
Unit	The Primacy of Self-Discovery
Standards	Reading Literary (RL) ELAGSEKRL1 ELAGSEKRL2 ELAGSEKRL3 ELAGSEKRL6 ELAGSEKRL7 ELAGSEKRL10 Reading Informational Text (RI) ELAGSEKRI1 ELAGSEKRI2 ELAGSEKRI5 ELAGSEKRI6 ELAGSEKRI10 Language Standards ELAGSEKL1 ELAGSEK2 ELAGSEK4 ELAGSEKL5 ELAGSEKL6 Writing Standards ELAGSEKW3 ELAGSEKW5 ELAGSEKW6 ELAGSEKW7 ELAGSEKW8 Speaking and Listening Standards ELAGSEKSL1 ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL5 ELAGSEKSL6 Reading Foundational Standards ELAGSEKRF1 ELAGSEKRF2 ELAGSEKRF3 ELAGSEKRF4
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	KT1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. KT1a. Apply existing knowledge to generate new ideas, products, or processes. KT1b. Create original works as a means of personal or group expression. KT2. Communication and Collaboration

	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. KT2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. KT2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. KT2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. KT2d. Contribute to project teams to produce original works or solve problems.
Application	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2 K-ELA	
Theme	Interdependence
Unit	The Responsibility for Learning
Standards	Reading Literacy (RL) ELAGSEKRL4 ELAGSEKRL5 ELAGSEKRL7 ELAGSEKRL9 ELAGSEKRL10 Reading Informational Text (RI) ELAGSEKRI1 ELAGSEKRI3 ELAGSEKRI4 ELAGSEKRI7 ELAGSEKRI9 ELAGSEKRI10 Writing Standards ELAGSEKW2 ELAGSEKW5 ELAGSEKW6 ELAGSEW7 ELAGSEKW8 Language Standards ELAGSEKL1 ELAGSEKL2 ELAGSEKL4 ELAGSEKL5 ELAGSEKL6 Speaking and Listening ELAGSEKSL1 ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL5 ELAGSEKSL6 Reading Foundational Standards ELAGSEKRF1 ELAGSEKRF2 ELAGSEKRF3 ELAGSEKRF4Service an d Compassion
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	KT3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. KT3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. KT3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. KT3d. Process data and report results. KT4c. Collect and analyze data to identify solutions and/or make informed decisions. KT5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3 Kindergarten ELA	
Theme	Change
Unit	Service and Compassion
Standards	Reading Literacy (RL) ELAGSEKRL1 ELAGSEKRL3 ELAGSEKRL7 ELAGSEKRL8 ELAGSEKRL10 Reading Informational Text (RI) ELAGSEKRI1 ELAGSEKRI2 ELAGSEKRI3 ELAGSEKRI5 ELAGSEKRI8 ELAGSEKRI10 Writing Standards ELAGSEKW1 ELAGSEKW4 ELAGSEKW5 ELAGSEW7 ELAGSEKW8 Language Standards ELAGSEKL1 ELAGSEKL2 ELAGSEKL4 ELAGSEKL5 ELAGSEKL6 Speaking and Listening ELAGSEKSL1 ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL5 ELAGSEKSL6 Reading Foundational Standards ELAGSEKRF1 ELAGSEKRF2 ELAGSEKRF3 ELAGSEKRF4
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	KT3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. KT4b. Plan and manage activities to develop a solution or complete a project. KT4c. Collect and analyze data to identify solutions and/or make informed decisions. KT4d. Use multiple processes and diverse perspectives to explore alternative solutions. KT5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4 Kindergarten ELA	
Theme	Change
Unit	Collaboration and Competition
Standards	**Reading Literacy** ELAGSEKRL1 ELAGSEKRL2 ELAGSEKRL3 ELAGSEKRL9 ELAGSEKRL10 **Reading Informational Text (RI)** ELAGSEKRI1 ELASGEKRI2 ELAGSEKRI3 ELAGSEKRI7 ELAGSEKRI8 ELAGSEKRI10 **Writing Standards** ELAGSEKW1 ELAGSEKW2 ELAGSEKW3 ELAGSEKW5 ELAGSEKW6 ELAGSEKW7 ELAGSEKW8 **Language Standards** ELAGSEKL1 ELAGSEKL2 ELAGSEKL4 ELAGSEKL5 ELAGSEKL6 ELAGSEKSL ELAGSEKSL2 ELAGSEKSL1 ELAGSEKSL2 ELAGSEKSL1 ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL5 ELAGSEKSL6 **Reading Foundational Standards** ELAGSEKRF1 ELAGSEKRF2 ELAGSEKRF3 ELAGSEKRF4
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	KT5c. Demonstrate personal responsibility for lifelong learning. KT5d. Exhibit leadership for digital citizenship. KT6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. KT6a. Understand and use technology systems. KT6b. Select and use applications effectively and productively. KT6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 Kindergarten Math		
Theme	Interdependence	
Unit	Unit 1: Counting With Friends	Unit 2 : Comparing Numbers
Standards	**MGSEK.CC.1** **MGSEK.CC.2** **MGSEK.CC.3** **MGSEK.CC.4** **MGSEK.MD.3**	**MGSEK.NBT.1** **MGSEK.CC.3** **MGSEK.CC.4a** **MGSEK.CC.5** **MGSEK.CC.6** **MGSEK.CC.7** **MGSEK.MD.3**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	

Audio-Video-Communications	KT1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. KT1a. Apply existing knowledge to generate new ideas, products, or processes. KT1b. Create original works as a means of personal or group expression. KT2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. KT2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. KT2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. KT2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. KT2d. Contribute to project teams to produce original works or solve problems.
Application	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**

Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: Kindergarten Math		
Theme	Interdependence	
Unit	**Sophisticated Shapes**	**Measuring and Analyzing Data**
Standards	**MGSEK.G.1** **MGSEK.G.2** **MGSEK.G.3** **MGSEK.G.4** **MGSEK.G.5** **MGSEK.G.6** **MGSEK.MD.3**	**MGSEK.MD.1** **MGSEK.MD.2** **MGSEK.MD.3**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Application	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.	

Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: Kindergarten Math		
Theme	Change	
Unit	**Investigating Addition and Subtraction**	**Further Investigation of Addition and Subtraction**
Standards	**MGSEK.OA.1** **MGSEK.OA.2** **MGSEK.OA.3** **MGSEK.OA.4** **MGSEK.OA.5**	**MGSEK.OA.1** **MGSEK.OA.2** **MGSEK.OA.3** **MGSEK.OA.4** **MGSEK.OA.5**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	KT3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. KT4b. Plan and manage activities to develop a solution or complete a project. KT4c. Collect and analyze data to identify solutions and/or make informed decisions. KT4d. Use multiple processes and diverse perspectives to explore alternative solutions. KT5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: Kindergarten Math	
Theme	Change
Unit	**Show What We Know**
Standards	All Standards
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	KT5c. Demonstrate personal responsibility for lifelong learning. KT5d. Exhibit leadership for digital citizenship. KT6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. KT6a. Understand and use technology systems. KT6b. Select and use applications effectively and productively. KT6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.

Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 Kindergarten Social Studies		
Theme	Interdependence	
Unit	Connecting Themes	The People in Our Neighborhood
Standards		SSKH1d; SSKH2b,c; SSKH3c,d,e; SSKCG1; SSKE1; SSKE2; SSKE3; SSKE4
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	KT1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. KT1a. Apply existing knowledge to generate new ideas, products, or processes. KT1b. Create original works as a means of personal or group expression. KT2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. KT2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. KT2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. KT2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. KT2d. Contribute to project teams to produce original works or solve problems.	
Application	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.	

	Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2 Kindergarten Social Studies		
Theme	Interdependence	
Unit	Where in the World Are We?	Celebrating Our Differences
Standards	SSKH1b; SSKH3a,b,f; SSKG2; SSKG3	SSKH1a,g,i,j; SSKH2e; SSKG1; SSKE2; SSKE3; SSKE4
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	KT3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. KT3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. KT3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. KT3d. Process data and report results. KT4c. Collect and analyze data to identify solutions and/or make informed decisions. KT5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. Students **accumulate the materials** necessary for the project. 2. Students **create their projects.**	

	3. Students **prepare to present their projects.** 4. Students **present their projects.** 5. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: Kindergarten Social Studies		
Theme	Change	
Unit	Being a Good American	Becoming a Leader
Standards	SSKH1e; SSKCG1; SSKCG2; SSKE4	SSKH1h; SSKH2f,g,h; SSKG3
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	KT3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. KT4b. Plan and manage activities to develop a solution or complete a project. KT4c. Collect and analyze data to identify solutions and/or make informed decisions. KT4d. Use multiple processes and diverse perspectives to explore alternative solutions. KT5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**	

Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: Kindergarten Social Studies	
Theme	Change
Unit	You're a Grand Old Flag
Standards	SSKH1c,f; SSKH2a,b,c,d; SSKE1; SSKE2; SSKE3; SSKE4
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	KT5c. Demonstrate personal responsibility for lifelong learning. KT5d. Exhibit leadership for digital citizenship. KT6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. KT6a. Understand and use technology systems. KT6b. Select and use applications effectively and productively. KT6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.

Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 Kindergarten Science		
Theme	Interdependence	
Unit	Physical Attributes	Motion
Standards	SKP1a, b, c	SKP2a, b
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	KT1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. KT1a. Apply existing knowledge to generate new ideas, products, or processes. KT1b. Create original works as a means of personal or group expression. KT2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. KT2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. KT2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. KT2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. KT2d. Contribute to project teams to produce original works or solve problems.	
Application	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.	

	Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach sets the stage for students with real-life samples of the projects they will be doing. 2. Students take on the role of project designers, possibly establishing a forum for display or competition. 3. Students discuss and accumulate the background information needed for their designs. 4. The teacher-coach and students negotiate the criteria for evaluating the projects.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: Kindergarten Science		
Theme	Interdependence	
Unit	Motion	Living/Non-Living
Standards	SKP2a, b	SKL1a, b
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	KT3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. KT3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. KT3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. KT3d. Process data and report results. KT4c. Collect and analyze data to identify solutions and/or make informed decisions. KT5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	5. Students accumulate the materials necessary for the project. 6. Students create their projects.	

	7. Students prepare to present their projects. 8. Students present their projects. 9. Students reflect on the process and evaluate the projects based on the criteria established in Step 4.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: Kindergarten Science		
Theme	Change	
Unit	Living/Non-Living	Earth Materials
Standards	SKL1a, b	SKE2a, b, c
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	KT3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. KT4b. Plan and manage activities to develop a solution or complete a project. KT4c. Collect and analyze data to identify solutions and/or make informed decisions. KT4d. Use multiple processes and diverse perspectives to explore alternative solutions. KT5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. The teacher-coach sets the stage for students with real-life samples of the projects they will be doing. 2. Students take on the role of project designers, possibly establishing a forum for display or competition. 3. Students discuss and accumulate the background information needed for their designs.	

	4. The teacher-coach and students negotiate the criteria for evaluating the projects.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: Kindergarten Science	
Theme	Change
Unit	Time Patterns and Organisms
Standards	SKE1a, b; SKL2a, b, c
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	KT5c. Demonstrate personal responsibility for lifelong learning. KT5d. Exhibit leadership for digital citizenship. KT6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. KT6a. Understand and use technology systems. KT6b. Select and use applications effectively and productively. KT6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students accumulate the materials necessary for the project. 6. Students create their projects. 7. Students prepare to present their projects. 8. Students present their projects. 9. Students reflect on the process and evaluate the projects based on the criteria established in Step 4.

Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 1st Grade ELA		
Theme	Interdependence	
Unit	Here We Go Rituals and Routines	Telling Our Stories
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE1RL1** **ELAGSE1RI1** **ELAGSE1SL1** ELAGSE1RL3 ELAGSE1RL7 ELAGSE1RI6 ELAGSE1RI7 ELAGSE1RF1a ELAGSE1RF2a, b ELAGSE1RF3b, d, e, f ELAGSE1RF4 a,b,c,d ELASE1L1a ELASE1L2b, c ELAGSE1SL2 ELAGSE1SL3 ELAGSE1SL5	**ELAGSE1RL2** **ELAGSE1RI2** **ELAGSE1W3** **ELAGSE1SL4** ELAGSE1RL1 ELAGSE1RL3 ELAGSE1RL7 ELAGSE1RI1 ELAGSE1W5 ELAGSE1W8 ELAGSE1RF1a ELAGSE1RF2a,b,c,d ELAGSE1RF3a,b,c,d,e,f ELAGSE1RF4a,b,c,d ELAGSE1L1c,d,e ELAGSE1L2a,b,d,e ELAGSE1SL1 ELAGSE1SL2 ELAGSE1SL3 ELAGSE1SL5
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	1T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 1T1a2. Students will brainstorm and record ideas that might contribute to a solution using digital tools and resources. · 1T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools	

	· 1T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 1T2a2. Students will share information and works with students, teachers, parents, and family members.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 1st Grade ELA	
Theme	Interdependence
Unit	Making Connections
Standards	**ELAGSE1RL9** **ELAGSE1RL5** **ELAGSE1RI3** **ELAGSE1W2** **ELAGSE1L1** **ELAGSE1SL1** ELAGSE1RL1 ELAGSE1RL3 ELAGSE1RL7 ELAGSE1RI7 ELAGSE1RI9 ELAGSE1W5 ELAGSE1RF1 ELAGSE1RF4 a,b,c,d ELAGSE1RF2a, b, c ELAGSE1RF3 b,d,e ELAGSE1L1b,c,e,k,j ELAGSE1L2d ELAGSE1SL2 ELAGSE1SL3
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 1T3a1. Use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 1T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 1T4a2. Students will use technology to record questions for investigation and capture answers and additional questions.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 1st Grade ELA		
Theme	Change	
Unit	This and That	Going Places
Standards	**ELAGSE1RL5** **ELAGSE1RI5** **ELACC1W1** **ELAGSE1L2** **ELAGSE1L5d** **ELAGSE1SL4 a,b** ELAGSE1RL1 ELAGSE1RL6 ELAGSE1RL7 ELAGSE1RL10 ELAGSE1RI6 ELAGSE1RI7 ELAGSE1RI8 ELAGSE1RI9 ELAGSE1RI10 ELAGSE1W5 ELAGSE1W6 ELAGSE1RF 4 a,b,c,d ELAGSE1RF2a,b,c,d ELAGSE1RF3a,b,c,d,e,f ELAGSE1L4a ELAGSE1L4c ELAGSE1L5a ELAGSE1SL5	**ELAGSE1RL9** **ELAGSE1RI4** **ELACC1W3** **ELAGSE1L1j** **ELAGSE1SL1** ELAGSE1RL1 ELAGSE1RL4 ELAGSE1RL7 ELAGSE1RL10 ELACC1W5 ELAGSE1RF1a ELAGSE1RF2a,b,c,d ELAGSE1RF3a,b,c,d,e,f ELAGSE1RF4a,b,c,d ELAGSE1L1g,h,I,k ELAGSE1L4b ELAGSE1L5 ELAGSE1SL3
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 1T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 1T5a2. Students will describe personal consequences of inappropriate technology use. · 1T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 1T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 1T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).	

Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 1st Grade ELA	
Theme	Change
Unit	Wonderful World
Standards	ELAGSE1RL4 ELAGSE1RI4 ELAGSE1W3 ELAGSE1L1f ELAGSE1SL4 ELAGSE1RL6 ELAGSE1RI9 ELAGSE1RF2a,b,c,d ELAGSE1RF3a,b,c,d,e,f ELAGSE1RF4a,b,c,d ELAGSE1L1f ELAGSE1L2d,e ELAGSE1L5b,c,d
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 1Tb1. Students will select from a teacher-approved list and independently apply applications and resources to address content-related tasks and problems (e.g., use games to practice basic skills, text readers and eBooks to read, word processors to write, digital cameras to record stages in science projects, graphics programs to draw)
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 1st Grade Math		
Theme	Interdependence	
Unit	Creating Routines	Developing Base Ten
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**MGSE1.NBT.1** **MGSE1.MD.4**	**MGSE1.NBT.1** **MGSE1.NBT.2** MGSE1.NBT.3 MGSE1.NBT.4 MGSE1.NBT.5 MGSE1.NBT.6 MGSE1.NBT.7 **MGSE1.MD.4**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	1T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 1T1a2. Students will brainstorm and record ideas that might contribute to a solution using digital tools and resources. · 1T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools · 1T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 1T2a2. Students will share information and works with students, teachers, parents, and family members.	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content.	

classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 1st Grade Math	
Theme	Interdependence
Unit	Operations and Algebraic Thinking
Standards	**MGSE1.OA.1** MGSE1.OA.2 **MGSE1.OA.3** **MGSE1.OA.4** MGSE1.OA.5 **MGSE1.OA.6** **MGSE1.OA.7** MGSE1.OA.8 **MGSE1.MD.4**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 1T3a1. Use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 1T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 1T4a2. Students will use technology to record questions for investigation and capture answers and additional questions.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.

	Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 1st Grade Math		
Theme	Change	
Unit	Sorting, Comparing and Ordering	Understanding Place Value
Standards	MGSE1.MD.1 MGSE1.MD.2 MGSE1.MD.3 MGSE1.MD.4	MGSE1.NBT.2 MGSE1.NBT.3 MGSE1.NBT.4 MGSE1.NBT.5 MGSE1.NBT.6 MGSE1.NBT.7 MGSE1.MD.4
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 1T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 1T5a2. Students will describe personal consequences of inappropriate technology use. · 1T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 1T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 1T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or	

	justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4 1st Grade Math	
Theme	Change
Unit	Understanding Shapes
Standards	MGSE1.G.1 MGSE1.G.2 MGSE1.G.3 MGSE1.MD.4
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 1Tb1. Students will select from a teacher-approved list and independently apply applications and resources to address content-related tasks and problems (e.g., use games to practice basic skills, text readers and eBooks to read, word processors to write, digital cameras to record stages in science projects, graphics programs to draw)
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.

Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 1st Grade Social Studies		
Theme	Interdependence	
Unit	We Are Alike, We Are Different	Patriotism
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**SS1CG1abcd** SS1H1a IPS1 .	**SS1CG2** IPS6
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	1T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 1T1a2. Students will brainstorm and record ideas that might contribute to a solution using digital tools and resources. · 1T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools · 1T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 1T2a2. Students will share information and works with students, teachers, parents, and family members.	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There	

student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2 1st Grade Social Studies	
Theme	Interdependence
Unit	Economics
Standards	**SS1E4** SS1E1 SS1E2 SS1E3 MGS1 MGS2
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 1T3a1. Use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 1T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 1T4a2. Students will use technology to record questions for investigation and capture answers and additional questions.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 1st Grade Social Studies	
Theme	Change
Unit	Earth's Topography
Standards	**SS1G3abc** SS1CG2 SS1G2 MGS1 MGS2 IPS1
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 1T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 1T5a2. Students will describe personal consequences of inappropriate technology use. · 1T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 1T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 1T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 1st Grade Social Studies	
Theme	Change
Unit	Bringing History Home
Standards	**SS1H1b** SS1G1abcd MGS7 IPS2 IPS4 IPS5 IPS6 IPS7
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 1Tb1. Students will select from a teacher-approved list and independently apply applications and resources to address content-related tasks and problems (e.g., use games to practice basic skills, text readers and eBooks to read, word processors to write, digital cameras to record stages in science projects, graphics programs to draw)
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.**

	8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 1st Grade Science		
Theme	Interdependence	
Unit	Scientific Inquiry	Weather and Seasons
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**S1CS1.** 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. . **S1CS2.** Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. **S1CS3.** Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities. . **S1CS4.** Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters. **S1CS5.** Students will communicate scientific ideas and activities clearly. .	S1E1a S1E1b S1E1c **S1E1d**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	1T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 1T1a2. Students will brainstorm and record ideas that might contribute to a solution using	

	digital tools and resources. · 1T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools · 1T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 1T2a2. Students will share information and works with students, teachers, parents, and family members.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 1st Grade Science	
Theme	Interdependence
Unit	Light and Sound
Standards	S1P1a S1P1b S1P1c S1P1d **S1P1e**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 1T3a1. Use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 1T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 1T4a2. Students will use technology to record questions for investigation and capture answers and additional questions.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 1st Grade Science		
Theme	Change	
Unit	Magnets	Characteristics of Plants
Standards	S1P2 a **S1P2 b**	S1L1a S1L1b **S1L1c**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 1T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 1T5a2. Students will describe personal consequences of inappropriate technology use. · 1T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 1T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 1T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over	

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4 1st Grade Science	
Theme	Change
Unit	Basic Needs of Animals /Review and Extension
Standards	S1L1b **S1L1c** **S1E1d** **S1P1e** **S1P2b**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 1Tb1. Students will select from a teacher-approved list and independently apply applications and resources to address content-related tasks and problems (e.g., use games to practice basic skills, text readers and eBooks to read, word processors to write, digital cameras to record stages in science projects, graphics programs to draw)
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.**

	9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 2nd Grade ELA	
Theme	Interdependence
Unit	**Big Ideas and Small Moments**
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE2RL1** **ELAGSE2RI1** **ELAGSE2W3** ELAGSE2RL5 ELAGSE2RL3 ELAGSE2RL10 ELAGSE2RF3 ELAGSE2RF4
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	· 2T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 2T1a2. Students will brainstorm and record ideas that might contribute to a solution using digital tools and resources. · 2T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools. · 2T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 2T2a2. Students will share information and works with students, teachers, parents, and family members
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or

	justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2 2nd Grade ELA	
Theme	Interdependence
Unit	**Information Overload**
Standards	**ELAGSE2RL2** **ELAGSE2RI2** **ELAGSE2W2** ELAGSE2RL1 ELAGSE2RL3 ELAGSE2RL5 ELAGSE2RL7 ELAGSE2RI1 ELAGSE2RI4 ELAGSE2RI5 ELAGSE2RI6 ELAGSE2RI7 ELAGSE2RF3 ELAGSE2RF4 ELAGSE2W7 ELAGSE2W8 ELAGSE2L1 ELAGSE2L2 ELAGSE2SL1 ELAGSE2SL2 ELAGSE2SL3 ELAGSE2SL4 ELAGSE2SL5 ELAGSE2SL6
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 2T3a1. Students will use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 2T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 2T4a2. Students will use technology to record questions for investigation and capture answers and additional questions
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in

	which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3 2nd Grade ELA	
Theme	Change
Unit	**What's Your Story?**
Standards	**ELAGSE2RL9** **ELAGSE2RI9** **ELAGSE2W1** ELAGSE2RL1 ELAGSE2RI2 ELAGSE2RF3 ELAGSE2RF4 ELAGSE2W1 ELAGSE2L1 ELAGSE2L2 ELAGSE2SL1 ELAGSE2SL2 ELAGSE2SL3 ELAGSE2SL4 ELAGSE2SL5 ELAGSE2SL6
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 2T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 2T5a2. Students will describe personal consequences of inappropriate technology use. · 2T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 2T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 2T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 2nd Grade ELA	
Theme	Change
Unit	**Level Up!**
Standards	**ELAGSE2RL10** **ELAGSE2RI10** **ELAGSE2W3** **ELAGSE2W2** ELAGSE2RL1 ELAGSE2RL2 ELAGSE2RL7 ELAGSE2RL 9 ELAGSE2RI1 ELAGSE2RI2 ELAGSE2RI9 ELAGSE2RF3 ELAGSE2RF4
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	2T1c1. Students will use digital tools and resources to find and organize data. 2T1c2. Students will create a visual model or use a simulation such as a graph or concept map. (e.g., life cycle of plants/animals, seasonal changes, school activities, or how community workers contribute to the community. 2T1d. Identify trends and forecast possibilities. 2T1d1. Students will use graphic organizers and simulations (developed specifically for this age group) to identify key variables and patterns and to predict outcomes in everyday events and relationships
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 2nd Grade Math		
Theme	Interdependence	
Unit	Extending Base Ten Understanding	Applying Base Ten Understanding
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**MGES2.NBT.1** **MGES2.NBT.2** MGES2.NBT.3 MGES2.NBT.4 **MGES2.MD.10**	MGES2.NBT.6 **MGES2.NBT.7** **MGES2.NBT.8** **MGES2.NBT.9** MGES2.MD.8 **MGES2.MD.10**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	· 2T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 2T1a2. Students will brainstorm and record ideas that might contribute to a solution using digital tools and resources. · 2T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools. · 2T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 2T2a2. Students will share information and works with students, teachers, parents, and family members	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct	

	response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2 2nd Grade Math		
Theme	Interdependence	
Unit	Becoming Fluent with Addition and Subtraction	Understanding Measurement, Length, and Time
Standards	**MGES2.OA.1** **MGES2.OA.2** **MGES2.NBT.5** MGES2.MD.8 **MGES2.MD.10**	**MGES2.MD.1** MGES2.MD.2 MGES2.MD.3 MGES2.MD.4 MGES2.MD.5 **MGES2.MD.6** MGES2.MD.7 MGES2.MD.9 **MGES2.MD.10**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 2T3a1. Students will use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 2T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 2T4a2. Students will use technology to record questions for investigation and capture answers and additional questions	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking	

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 2nd Grade Math		
Theme	Change	
Unit	Understanding Plane and Solid Figures	Developing Multiplication
Standards	MGES2.G.1 **MGES2.G.2** **MGES2.G.3** **MGES2.MD.10**	MGES2.OA.3 **MGES2.OA.4** **MGES2.MD.10**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 2T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 2T5a2. Students will describe personal consequences of inappropriate technology use. · 2T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 2T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 2T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over	

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 2nd Grade Math	
Theme	Change
Unit	Expansion and Review
Standards	All
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	2T1c1. Students will use digital tools and resources to find and organize data. 2T1c2. Students will create a visual model or use a simulation such as a graph or concept map. (e.g., life cycle of plants/animals, seasonal changes, school activities, or how community workers contribute to the community. 2T1d. Identify trends and forecast possibilities. 2T1d1. Students will use graphic organizers and simulations (developed specifically for this age group) to identify key variables and patterns and to predict outcomes in everyday events and relationships
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.**

	9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 2nd Grade Social Studies		
Theme	Interdependence	
Unit	Our Georgia	Georgia's First People
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**SS2G1ab** SS2E2 MGS1 MGS2 MGS3 MGS4 MGS5 MGS7 IPS1 IPS2 IPS4 IPS6.	SS2E4 SS2H1ab SS2H2a **SS2G2abcd** SS2CG3 **SS2E1** MGS1 MGS6 IPS1 IPS5 IPS9 IPS10
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	· 2T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 2T1a2. Students will brainstorm and record ideas that might contribute to a solution using digital tools and resources. · 2T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools. · 2T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 2T2a2. Students will share information and works with students, teachers, parents, and family members	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning)	

demonstrates high levels of learning (note: DOK levels are not sequential)	The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 2nd Grade Social Studies	
Theme	Interdependence
Unit	Georgia Becomes A Colony
Standards	**SS2H1ab** SS2G2abcd **SS2CG3** SS2E2 **SS2E3** SS2G2abcd SS2E2 MGS4 MGS7 IPS1 IPS2 IPS4 IPS5 IPS6 IPS8
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 2T3a1. Students will use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 2T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 2T4a2. Students will use technology to record questions for investigation and capture answers and additional questions
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3 3rd Grade Social Studies	
Theme	Change
Unit	Georgians and Civil Rights
Standards	**SS2H1cd** **SS2CG3** **SS2E1** SS2CG2 SS2E2 MGS6 MGS7 IPS1 IPS2 IPS4 IPS5 IPS6 IPS7
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 2T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 2T5a2. Students will describe personal consequences of inappropriate technology use. · 2T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 2T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 2T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 2nd Grade Social Studies		
Theme	Change	
Unit	Government	Georgia's Leaders and Legacies
Standards	**SS2CG2ab** SS2CG1 MGS4 MGS6 IPS1 IPS8 IPS9	**SS2H1ef** SS2CG2abc SS2CG3 SS2E4 SS2E1 MGS7 IPS2 IPS4 IPS6
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	2T1c1. Students will use digital tools and resources to find and organize data. 2T1c2. Students will create a visual model or use a simulation such as a graph or concept map. (e.g., life cycle of plants/animals, seasonal changes, school activities, or how community workers contribute to the community. 2T1d. Identify trends and forecast possibilities. 2T1d1. Students will use graphic organizers and simulations (developed specifically for this age group) to identify key variables and patterns and to predict outcomes in everyday events and relationships	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	

Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 2nd Grade Science	
Theme	Interdependence
Unit	**Life Cycles**
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	S2L1a. S2L1b. **S2L1c.** **S2L1d.**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	· 2T1a1. Students will describe what they know and need to know about a challenge/problem selected by the teacher to elicit creative thinking (e.g., bullies, school issues, environment, etc.) · 2T1a2. Students will brainstorm and record ideas that might contribute to a solution using digital tools and resources. · 2T1a3. Students will gather and organize ideas and information using technology tools such as concept mapping tools. · 2T2a1. Students will collaborate in pairs to illustrate information using concept mapping software, graphic organizers, or age appropriate story building software. · 2T2a2. Students will share information and works with students, teachers, parents, and family members
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct

	response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 2nd Grade Science	
Theme	Interdependence
Unit	**Matter**
Standards	**S2P1a.** **S2P1b.** **S2P1c.**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 2T3a1. Students will use age appropriate technology to create a KWL chart of the steps involved in planning a project such as investigating weather, exploring why birds fly south in the winter, or determining what makes a good friend · 2T4a1. Students will identify ways technology can help them explore and understand everyday problems (e.g., how to dress for the day's weather, important aspects of taking care of a pet, which community helper might help in a given situation). · 2T4a2. Students will use technology to record questions for investigation and capture answers and additional questions
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.

Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 2nd Grade Science		
Theme	Change	
Unit	**Motion (Pushes and Pulls)**	**Stars**
Standards	**S2P2 a.** **S2P2 b.** **S2P2c.**	S2E1.a **S2E1b.**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 2T5a1. Students will demonstrate an understanding of age-appropriate issues related to safe, healthy, and acceptable use of digital devices (e.g., online safety and privacy, amount of screen use per day, safe searching, online etiquette) · 2T5a2. Students will describe personal consequences of inappropriate technology use. · 2T6a1. Students will communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms). · 2T6a2. Students will demonstrate the ability to navigate in electronic environments (e.g., eBooks, educational games and simulations, digital presentation software, mobile devices, and websites). · 2T6a3. Students will perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, use input devices, control sound and brightness of image, undo/redo).	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 2nd Grade Science		
Theme	Change	
Unit	**Sun and Moon**	**Changes in Environment**
Standards	**S2E2 a.** **S2E2b.** **S2E2c.** **S2E2d.**	**S2E3a.** **S2E3b**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	2T1c1. Students will use digital tools and resources to find and organize data. 2T1c2. Students will create a visual model or use a simulation such as a graph or concept map. (e.g., life cycle of plants/animals, seasonal changes, school activities, or how community workers contribute to the community. 2T1d. Identify trends and forecast possibilities. 2T1d1. Students will use graphic organizers and simulations (developed specifically for this age group) to identify key variables and patterns and to predict outcomes in everyday events and relationships	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.**	

	9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 3rd Grade ELA		
Theme	Interdependence	
Unit	**Book Talks and Narratives**	**Cause and Effect; Integration of Information**
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE3RL2** **ELAGSE3RL9** **ELAGSE3W3** ELAGSE3RL1 ELAGSE3RL3 ELAGSE3RF3 ELAGSE3RF4 ELAGSE3W4 ELAGSE3L3a,b ELAGSE3L4a,d ELAGSE3L6 ELAGSE3SL1b,d	**ELAGSE3RI3** **ELAGSE3RI9** **ELAGSE3W2** ELAGSE3RI1 ELAGSE3RI2 ELAGSE3RF3 ELAGSE3RF4 ELAGSE3W7 ELAGSE3W5 ELAGSE3L3a,b ELAGSE3L5b ELAGSE3L6 ELAGSE3SL1 ELAGSE3SL2 ELAGSE3SL3
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	

	3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students 3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 3rd Grade ELA		
Theme	Interdependence	
Unit	**Narrators, Characters and Point of View**	**Authors, Information and Point of View**
Standards	**ELAGSE3RL6** **ELAGSE3RL9** **ELAGSE3W1** ELAGSE3RL4 ELAGSE3RL5 ELAGSE3RL7 ELAGSE3RF3 ELAGSE3RF4 ELAGSE3W5 ELAGSE3L3a,b ELAGSE3L4b,c ELAGSE3L6 ELAGSE3SL1	**ELAGSE3RI6** **ELAGSE3RI9** **ELAGSE3W1** ELAGSE3RI4 ELAGSE3RI5 ELAGSE3RF3 ELAGSE3RF4 ELAGSE3W5 ELAGSE3L3a,b ELAGSE3L4d ELAGSE3L6 ELAGSE3SL1 ELAGSE3SL3
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems.	

	3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 3rd Grade ELA		
Theme	Change	
Unit	**Research to Compare and Contrast**	**Different Stories Different Experiences**
Standards	**ELAGSE3RI9** **ELAGSE3W7** **ELAGSE3SL4** ELAGSE3RI7 ELAGSE3RI8 ELAGSE3RF3 ELAGSE3RF4 ELAGSE3W2 ELAGSE3W5 ELAGSE3W6 ELAGSE3W8 ELAGSE3L3a,b ELAGSE3L6 ELAGSE3SL1 ELAGSE3SL5 ELAGSE3SL6	**ELAGSE3RL9** **ELAGSE3W3** ELAGSE3RL7 ELAGSE3RL10 ELAGSE3RF3 ELAGSE3RF4 ELAGSE3W5 ELAGSE3L3a,b ELAGSE3L6 ELAGSE3SL1
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:	

	3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 3rd Grade ELA	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 3rd Grade Math		
Theme	Interdependence	
Unit	Numbers and Operations in Base Ten	The Relationship Between Multiplication and Division
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	MGSE3.NBT.1 MGSE3.NBT.2 MGSE3.MD MGSE3.MD.4	MGSE3.OA.1 MGSE3.OA.2 MGSE3.OA.3 MGSE3.OA.4 MGSE3.OA.5 MGSE3.OA.6 MGSE3.OA.7 MGSE3.NBT.3 MGSE3.MD.3 MGSE3.MD.4
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students	

	3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 3rd Grade Math		
Theme	Interdependence	
Unit	Patterns in Addition and Multiplication	Representing and Comparing Fractions
Standards	**MGSE3.OA.8** MGSE3.OA.9 **MGSE3.MD.3** MGSE3.MD.4 MGSE3.MD.5 MGSE3.MD.6 **MGSE3.MD.7**	MGSE3.NF.1 **MGSE3.NF.2** **MGSE3.NF.3** **MGSE3.MD.3** MGSE3.MD.4 **MGSE3 .G.2**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in	

	which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 3rd Grade Math		
Theme	Change	
Unit	Geometry	Measurement
Standards	**MGSE.3.G.1** **MGSE.3.G.2** **MGSE3.MD.3** MGSE3.MD.4 **MGSE3.MD.7** **MGSE3.MD.8**	**MGSE3.MD.1** **MGSE3.MD.2** **MGSE3.MD.3** MGSE3.MD.4
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)	

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 3rd Grade Math	
Theme	Change
Unit	Review
Standards	All Standards
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 3rd Grade Social Studies		
Theme	Interdependence	
Unit	Exploring a Globe	The Discovery of North America
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	SS3G2 MGS3 MGS8 MGS9	SS3H1b SS3H1ac SS3G3a SS3G1b MGS7 MGS8 IPS1 IPS6
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students	

	3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 3rd Grade Social Studies	
Theme	Interdependence
Unit	European Exploration
Standards	**SS3H2b** SS3H2ac SS3G1a SS3G3bc MGS3 MGS7 MGS9 IPS7 IPS8
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies

Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 3rd Grade Social Studies	
Theme	Change
Unit	Colonization of North America
Standards	**SS3H3b** SS3H3ac SS3H2abc MGS4 MGS7 IPS1 IPS3 IPS5 IPS10 IPS11
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies

Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 3rd Grade Social Studies		
Theme	Change	
Unit	Understanding Government	Understanding Economics
Standards	**SS3CG2b** SS3CG2a SS3CG1abc IPS1 IPS3 IPS7	**SS3E3abcd** SS3E1abcd SS3E2 SS3E4 MGS6 MGS8 IPS3 IPS5 IPS11
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in	

	which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 3rd Grade Science	
Theme	Interdependence
Unit	Habitats
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	S3L1. S3L1a S3L1b **S3L1c**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students

	3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 3rd Grade Science	
Theme	Interdependence
Unit	Pollution
Standards	S3L2 S3L2a **S3L2b**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 3rd Grade Science		
Theme	Change	
Unit	Heat	Rocks and Soil
Standards	S3P1 S3P1a **S3P1b** S3P1c	S3E1 S3E1a S3E1b **S3E1c**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step.	

	Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4 3rd Grade Science	
Theme	Change
Unit	Fossils
Standards	S3E2 S3E2a **S3E2b**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step.

	Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 4th Grade ELA	
Theme	Interdependence
Unit	**The Heart of the Story Narrative**
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE4RL2** **ELAGSE4RL3** **ELAGSE4RL6** **ELAGSE4RL7** **ELAGSE4W3** **ELAGSE4L1** **ELAGSE4L3** **ELAGSE4L5** **ELAGSE4SL3** **ELAGSE4SL4** ELAGSE4RL1 ELAGSE4RL4 ELAGSE4RL9 ELAGSE4RL5 ELAGSE4RI3 ELAGSE4RI4 ELAGSE4RI5 ELAGSE4RI7 ELAGSE4RF4
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.

	3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students 3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 4th Grade ELA	
Theme	Interdependence
Unit	**Information Overload Opinion**
Standards	**ELAGSE4RI1** **ELAGSE4RI2** **ELAGSE4RI5** **ELAGSE4W1** **ELAGSE4L1** **ELAGSE4L3** **ELAGSE4L5** **ELAGSE4SL3** **ELAGSE4SL4** ELAGSE4RI3 ELAGSE4RI4 ELAGSE4RI6 ELAGSE4RI7 ELAGSE4RI8 ELAGSE4RI9 ELAGSE4RI10 ELAGSE4RF4 ELAGSE4L2 ELAGSE4L4 ELAGSE4L6 ELAGSE4SL1 ELAGSE4SL2 ELAGSE4SL5 ELAGSE4SL6
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

	3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.

Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 4th Grade ELA		
Theme	Change	
Unit	**Get it, Got it, Good! Informational**	**Here's What I Think Opinions**
Standards	**ELAGSE4W2** **ELAGSE4RI1** **ELAGSE4RI2** **ELAGSE4RI5** **ELAGSE4SL4** ELAGSE4RI3 ELAGSE4RI4 ELAGSE4RI6 ELAGSE4RI7 ELAGSE4RI9 ELAGSE4RI10 ELAGSE4RF4 ELAGSE4W8 ELAGSE4L1 ELAGSE4L2 ELAGSE4L3 ELAGSE4L4 ELAGSE4L5 ELAGSE4L6 ELAGSE4SL1 ELAGSE4SL2 ELAGSE4SL5 ELAGSE4SL6	**ELAGSE4RL1** **ELAGSE4RL2** **ELAGSE4RL6** **ELAGSE4W2** **ELAGSE4SL3** **ELAGSE4SL4** ELAGSE4RL1 ELAGSE4RL3 ELAGSE4RL4 ELAGSE4RL5 ELAGSE4RL7 ELAGSE4RL9 ELAGSE4RL10 ELAGSE4RI3 ELAGSE4RI4 ELAGSE4RI5 ELAGSE4RI7 ELAGSE4RF4 ELAGSE4L1 ELAGSE4L3 ELAGSE4L4 ELAGSE4L5
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project.	

	3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 4th Grade ELA		
Theme	Change	
Unit	**Level UP! Narrative**	Review for Milestones
Standards	**ELAGSE4RL1** **ELAGSE4RL2** **ELAGSE4RL6** **ELAGSE4W3** **ELAGSE4L1** **ELAGSE4L3** **ELAGSE4L5** **ELAGSE4SL3** **ELAGSE4SL4** ELAGSE4RL1 ELAGSE4RL3 ELAGSE4RL5 ELAGSE4RL7 ELAGSE4RL9 ELAGSE4RL10 ELAGSE4RI7 ELAGSE4RF4	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions.	

	3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 4th Grade Math		
Theme	Interdependence	
Unit	Whole Numbers, Place Value and Rounding in Computation	Multiplication and Division of Whole Numbers
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**MGSE4.NBT.1** MGSE4.NBT.2 MGSE4.NBT.3 MGSE4.NBT.4 **MGSE4.OA.3** **MGSE4.MD.2**	MGSE4.OA.1 **MGSE4.OA.2** **MGSE4.OA.3** **MGSE4.OA.4** MGSE4.OA.5 **MGSE4.NBT.5** **MGSE4.NBT.6** **MGSE4.MD.2** MGSE4.MD.8
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students	

	3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 4th Grade Math		
Theme	Interdependence	
Unit	Fraction Equivalents	Operations with Fractions
Standards	MGSE4.NF.1 **MGSE4.NF.2** **MGSE4.MD.2**	MGSE4.NF.3ab **MGSE4.NF.3cd** MGSE4.NF.4ab **MGSE4.NF.4c** **MGSE4.MD.2**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)	

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 4th Grade Math			
Theme	Change		
Unit	Fractions and Decimals	Geometry	Measurement
Standards	MGSE4.NF.5 MGSE4.NF.6 **MGSE4.NF.7** **MGSE4.MD.2**	MGSE4.G.1 **MGSE4.G.2** **MGSE4.G.3** MGSE4.MD.5 MGSE4.MD.6	MGSE4.MD.1 **MGSE4.MD.2** MGSE4.MD.3 **MGSE4.MD.4** MGSE4.MD.5 MGSE4.MD.6 **MGSE4.MD.7** MGSE4.MD.8
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.		
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies		
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential):		

	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 4th Grade Math	
Theme	Change
Unit	Review for Milestones
Standards	All
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 4th Grade Social Studies		
Theme	Interdependence	
Unit	American Life/Turn of The Century	Word War I/Great Depression-New Deal/ Harlem Renaissance
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**SS5H1**abc SS5E1bd SS5E3ab SS5G1a SS5G2b	**SS5H2**abc **SS5H3**abcdef SS5E1c SS5G1a
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students	

	3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 4th Grade Social Studies		
Theme	Interdependence	
Unit	World War II	Cold War
Standards	**SS5H4** SS5E1a SS5G1a	**SS5H5**abcd
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step.	

	Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 4th Grade Social Studies		
Theme	Change	
Unit	Civil Rights/Citizenship	New Developments
Standards	**SS5H6abcd** **SS5CG1ab** **SS5CG3**	**SS5H7abc**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)	

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 4th Grade Social Studies	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 4th Grade Science	
Theme	Interdependence
Unit	**Life Science** Ecosystems
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	S4L1a S4L1b S4L1c **S4L1d**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	3T1. Creativity and Innovation Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students: 3T1a. Apply existing knowledge to generate new ideas, products, or processes. 3T1b. Create original works as a means of personal or group expression. 3T1c. Use models and simulations to explore complex systems and issues. 3T1d. Identify trends and forecast possibilities. 3T2. Communication and Collaboration Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students: 3T2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media. 3T2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 3T2c. Develop cultural understanding and global awareness by engaging with learners of other cultures. 3T2d. Contribute to project teams to produce original works or solve problems. 3T5. Digital Citizenship

	Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students 3T5a. Advocate and practice safe, legal, and responsible use of information and technology. 3T5b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 3T5c. Demonstrate personal responsibility for lifelong learning. 3T5d. Exhibit leadership for digital citizenship.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 4th Grade Science	
Theme	Interdependence
Unit	**Earth Science** Water & Weather
Standards	S4E3a **S4E3b** S4E4a S4E4b S4E4c **S4E4d**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in

	which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 4th Grade Science	
Theme	Change
Unit	**Earth Science** Solar System
Standards	S4E1a S4E1b S4E1c **S4E1d** **S4E2a** **S4E2b** **S4E2c**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in

	which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 4th Grade Science		
Theme	Change	
Unit	**Physical Science** Light & Sound	**Physical Science** Forces & Motion
Standards	S4P1a: S4P1b **S4P1c** S4P2a. **S4P2b** **S4P3a** S4P3b.	**S4P3a** S4P3b S4P3c
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	"3T3. Research and Information Fluency Students apply digital tools to gather, evaluate, and use information. Students: 3T3a. Plan strategies to guide inquiry. 3T3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. 3T3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks. 3T3d. Process data and report results. 3T4. Critical Thinking, Problem Solving, and Decision Making Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: 3T4a. Identify and define authentic problems and significant questions for investigation. 3T4b. Plan and manage activities to develop a solution or complete a project. 3T4c. Collect and analyze data to identify solutions and/or make informed decisions. 3T4d. Use multiple processes and diverse perspectives to explore alternative solutions. 3T6. Technology Operations and Concepts Students demonstrate a sound understanding of technology concepts, systems, and operations. Students: 3T6a. Understand and use technology systems. 3T6b. Select and use applications effectively and productively. 3T6c. Troubleshoot systems and applications. 3T6d. Transfer current knowledge to learning of new technologies	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in	

	which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1 5th Grade ELA		
Theme	Interdependence	
Unit	Craft and Structure	Theme
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE5RL5** **ELAGSE5W3** ELAGSE5RL4 ELAGSE5RL7 ELAGSE5RI5 ELAGSE5RF3 ELAGSE5RF4 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W8 ELAGSE5W9 ELAGSE5L1a,c ELAGSE5L2a,c,d,e ELAGSE5L4a,b ELAGSE5L5a,b ELAGSE5SL1 ELAGSE5SL3 ELAGSE5SL5	**ELAGSE5RL1** **ELAGSE5RL2** **ELAGSE5W3** ELAGSE5RL3 ELAGSE5RL4 ELAGSE5RL7 ELAGSE5RF3 ELAGSE5RF4 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W8 ELAGSE5W9 ELAGSE5L1a,c ELAGSE5L2c,d ELAGSE5L4a,b ELAGSE5L5a,b ELAGSE5SL1 ELAGSE5SL3 ELAGSE5SL5 ELAGSE5SL6
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	5T1b1. Students will create a digital work (e.g., movie, podcast/vodcast, digital storytelling, web publishing, etc.), individually or collaboratively about a specific topic using primary resources and secondary resources. 5T2d2. The students will produce an original work using appropriate tools (e.g. animation and drawing software, multimedia software, visual data tools, video cameras) on subject specific concepts or content.	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content.	

classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 5th Grade ELA		
Theme	Interdependence	
Unit	Main Ideas	Compare and Contrast
Standards	**ELAGSE5RI1** **ELAGSE5RI2** **ELAGSE5RI8** **ELAGSE5W2** ELAGSE5RI4 ELAGSE5RF3 ELAGSE5RF4 ELAGSE5W1 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W7 ELAGSE5W8 ELAGSE5W9 ELAGSE5L1a,c ELAGSE5L2c,d,e ELAGSE5L4a,b ELAGSE5L5a,b ELAGSE5SL1 ELAGSE5SL3 ELAGSE5SL5 ELAGSE5SL6	**ELAGSE5RL3** **ELAGSE5RL9** **ELAGSE5RI3** **ELAGSE5W1** ELAGSE5RL1 ELAGSE5RI5 ELAGSE5RL6 ELAGSE5RF3 ELAGSE5RF4 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W8 ELAGSE5W9 ELAGSE5L1a,c ELAGSE5L2c,d,e ELAGSE5L4a,b ELAGSE5L5a,b ELAGSE5SL1 ELAGSE5SL3 ELAGSE5SL5
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	5T3d1. The students will select a digital tool (e.g. spreadsheets, graphs, visualizations) to organize data to show trends and patterns. 5T3d2. The students will report information using multimedia presentation software. 5T4a1. Students will use print and online resources to identify significant issues for their school, community, or beyond (e.g., making their school more energy efficient, cyberbullying, reducing school trash and litter, hunger and poverty issues in their community).	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)	

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 5th Grade ELA		
Theme	Change	
Unit	Integrating Information	Reasons and Evidence
Standards	**ELAGSE5RI6** **ELAGSE5RI9** **ELAGSE5W1** ELAGSE5RI4 ELAGSE5RI7 ELAGSE5RF3 ELAGSE5RF4 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W8 ELAGSE5W9 ELAGSE5L1a,c ELAGSE5L2c,d,e ELAGSE5L4a,b ELAGSE5L5a,b ELAGSE5SL1 ELAGSE5SL3 ELAGSE5SL5 ELAGSE5SL6	**ELAGSE5RI8** **ELAGSE5W3** ELAGSE5RI1 ELAGSE5RI3 ELAGSE5RI4 ELAGSE5RF3 ELAGSE5RF4 ELAGSE5W4 ELAGSE5W5 ELAGSE5W6 ELAGSE5W8 ELAGSE5W9 ELAGSE5L1a,c ELAGSE5L2c,d,e ELAGSE5L4a,b ELAGSE5L5a,b ELAGSE5SL1 ELAGSE5SL3 ELAGSE5SL5 ELAGSE5SL6
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	5T5d1. Students will identify and discuss the effects of existing and emerging technology on individuals, society, and the global community (e.g., access of "haves and have nots"; screen time on health and fitness, multitasking on attention and deeper comprehension; energy used by digital tools and effects on the environment). 5T6a2. Students will explore and apply a variety of technology systems and resources (e.g., graphing calculators, smartphones, Internet-connected digital devices, digital cameras, probes, eBooks, student response systems, electronic whiteboards) to complete learning task	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)	

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 5th Grade ELA	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	5T6c1. Students will determine the source of common operational and network problems (e.g., loss of connectivity, frozen screen, printing problems, reloading) and propose changes in hardware, software, or network settings to solve them.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 5th Grade Math		
Theme	Interdependence	
Unit	Order of Operations and Whole Numbers	Decimals
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	MGSE5.OA.1 **MGSE5.OA.2** MGSE5.NBT.1 **MGSE5.NBT.2** **MGSE5.NBT.5** **MGSE5.NBT.6**	MGSE5.NBT.1 MGSE5.NBT.2 **MGSE5.NBT.3** MGSE5.NBT.4 **MGSE5. NBT.7**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	5T1b1. Students will create a digital work (e.g., movie, podcast/vodcast, digital storytelling, web publishing, etc.), individually or collaboratively about a specific topic using primary resources and secondary resources. 5T2d2. The students will produce an original work using appropriate tools (e.g. animation and drawing software, multimedia software, visual data tools, video cameras) on subject specific concepts or content.	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over	

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 5th Grade Math	
Theme	Interdependence
Unit	Fractions
Standards	**MGSE5.NF.1** MGSE5.NF.2 MGSE5.NF.3 **MGSE5.NF.4** **MGSE5.NF.5** MGSE5. NF.6 **MGSE5.NF.7** MGSE5.MD.2
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	5T3d1. The students will select a digital tool (e.g. spreadsheets, graphs, visualizations) to organize data to show trends and patterns. 5T3d2. The students will report information using multimedia presentation software. 5T4a1. Students will use print and online resources to identify significant issues for their school, community, or beyond (e.g., making their school more energy efficient, cyberbullying, reducing school trash and litter, hunger and poverty issues in their community).
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 5th Grade Math		
Theme	Change	
Unit	Measurement and Data	Geometry
Standards	MGSE5.MD.1 MGSE5.MD.2 **MGSE5.MD.3** MGSE5.MD.4 **MGSE5.MD5**	MGSE5.G.1 **MGSE5.G.2** MGSE5.G.3 **MGSE5.G.4** **MGSE.5.OA.3**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	5T5d1. Students will identify and discuss the effects of existing and emerging technology on individuals, society, and the global community (e.g., access of "haves and have nots"; screen time on health and fitness, multitasking on attention and deeper comprehension; energy used by digital tools and effects on the environment). 5T6a2. Students will explore and apply a variety of technology systems and resources (e.g., graphing calculators, smartphones, Internet-connected digital devices, digital cameras, probes, eBooks, student response systems, electronic whiteboards) to complete learning task	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.	

	3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 5th Grade Math	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	5T6c1. Students will determine the source of common operational and network problems (e.g., loss of connectivity, frozen screen, printing problems, reloading) and propose changes in hardware, software, or network settings to solve them.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 5th Grade Social Studies		
Theme	Interdependence	
Unit	American Life/Turn of The Century	Word War I/Great Depression-New Deal/ Harlem Renaissance
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**SS5H1**abc SS5E1bd SS5E3ab SS5G1a SS5G2b	**SS5H2**abc **SS5H3**abcdef SS5E1c SS5G1a
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	5T1b1. Students will create a digital work (e.g., movie, podcast/vodcast, digital storytelling, web publishing, etc.), individually or collaboratively about a specific topic using primary resources and secondary resources. 5T2d2. The students will produce an original work using appropriate tools (e.g. animation and drawing software, multimedia software, visual data tools, video cameras) on subject specific concepts or content.	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over	

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 5th Grade Social Studies		
Theme	Interdependence	
Unit	World War II	Cold War
Standards	**SS5H4** SS5E1a SS5G1a	**SS5H5**abcd
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	5T3d1. The students will select a digital tool (e.g. spreadsheets, graphs, visualizations) to organize data to show trends and patterns. 5T3d2. The students will report information using multimedia presentation software. 5T4a1. Students will use print and online resources to identify significant issues for their school, community, or beyond (e.g., making their school more energy efficient, cyberbullying, reducing school trash and litter, hunger and poverty issues in their community).	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.	

	3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 5th Grade Social Studies		
Theme	Change	
Unit	Civil Rights/Citizenship	New Developments
Standards	**SS5H6abcd** **SS5CG1ab** **SS5CG3**	**SS5H7abc**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	5T5d1. Students will identify and discuss the effects of existing and emerging technology on individuals, society, and the global community (e.g., access of "haves and have nots"; screen time on health and fitness, multitasking on attention and deeper comprehension; energy used by digital tools and effects on the environment). 5T6a2. Students will explore and apply a variety of technology systems and resources (e.g., graphing calculators, smartphones, Internet-connected digital devices, digital cameras, probes, eBooks, student response systems, electronic whiteboards) to complete learning task	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs.	

	4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 5th Grade Social Studies	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	5T6c1. Students will determine the source of common operational and network problems (e.g., loss of connectivity, frozen screen, printing problems, reloading) and propose changes in hardware, software, or network settings to solve them.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 5th Grade Science		
Theme	Interdependence	
Unit	**Classification**	**Cells & Microorganism**
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**S5L1.a.** **S5L1.b.**	S5L3.a. S5L3.b. **S5L3.c.** **S5L4.a.** **S5L4.b.**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	5T1b1. Students will create a digital work (e.g., movie, podcast/vodcast, digital storytelling, web publishing, etc.), individually or collaboratively about a specific topic using primary resources and secondary resources. 5T2d2. The students will produce an original work using appropriate tools (e.g. animation and drawing software, multimedia software, visual data tools, video cameras) on subject specific concepts or content.	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over	

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 5th Grade Science		
Theme	Interdependence	
Unit	**Heredity**	**Physical and Chemical Chang**
Standards	**S5L2.a.** **S5L2.b.**	**S5P1.a.** S5P1.b. **S5P1.c**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	5T3d1. The students will select a digital tool (e.g. spreadsheets, graphs, visualizations) to organize data to show trends and patterns. 5T3d2. The students will report information using multimedia presentation software. 5T4a1. Students will use print and online resources to identify significant issues for their school, community, or beyond (e.g., making their school more energy efficient, cyberbullying, reducing school trash and litter, hunger and poverty issues in their community).	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.	

	3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 5th Grade Science		
Theme	Change	
Unit	**Earth Processes**	**Electricity and Magnetism**
Standards	**S5E1.a.** S5E1.b. S5E1.c.	S5P2.a. **S5P2.b.** S5P2.c. **S5P3.a.** S5P3.b.
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	5T5d1. Students will identify and discuss the effects of existing and emerging technology on individuals, society, and the global community (e.g., access of "haves and have nots"; screen time on health and fitness, multitasking on attention and deeper comprehension; energy used by digital tools and effects on the environment). 5T6a2. Students will explore and apply a variety of technology systems and resources (e.g., graphing calculators, smartphones, Internet-connected digital devices, digital cameras, probes, eBooks, student response systems, electronic whiteboards) to complete learning task	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing.	

	2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.**
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 5th Grade Science	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	5T6c1. Students will determine the source of common operational and network problems (e.g., loss of connectivity, frozen screen, printing problems, reloading) and propose changes in hardware, software, or network settings to solve them.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.

Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 6th Grade ELA		
Theme	Interdependence	
Unit	Coming of Age	Blast from the Past: Folktales, Traditional Literature, and Mythology
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE6RL9** **ELAGSE6RI9** **ELAGSE6W3 b** ELAGSE6RL1 ELAGSE6RL2 ELAGSE6RL3 ELAGSE6RL4 ELAGSE6W3 a,c,d,e ELAGSE6SL1 a,c ELAGSE6SL6 ELAGSE6L4 a,d ELAGSE6L5 a,c	**ELAGSE6RL9** **ELAGSE6RI9** **ELAGSE6W2 d,e** ELAGSE6RL5 ELAGSE6RL6 ELAGSE6RI3 ELAGSE6RI4 ELAGSE6W2 a,b,c,f ELAGSE6SL1 ELAGSE6SL4 ELAGSE6L1 a,b ELAGSE6L4 b ELAGSE6L5 ELAGSE6L6
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	· 6T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. · 6T1a2. Students will research real-world topics using appropriate online resources. · 6T1a3. Students will reflect on and debate topics using online tools (blog, chat, message board, etc.) · 6T2a1. Students will use digital media tools (e.g., blogs, wikis, video conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product. · 6T2a2. Students will present and/or post work products online. For example, collaborate in a virtual world to design and produce a re-enactment of a historical event, play, or experiment, or collaborate with students in another classroom using digital tools to debate an important issue. · 6T2a3. Students will submit results for publication to appropriate channels (e.g., national	

	competitions for solutions, local newspaper editorials, online blogs and networks).
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 6th Grade ELA	
Theme	Interdependence
Unit	Courageous Characters
Standards	**ELAGSE6RL7** **ELAGSE6RI7** **ELAGSE6RI8** **ELAGSE6W1 d** ELAGSE6RI1 ELAGSE6RI2 ELAGSE6RI5 ELAGSE6RI6 ELAGSE6W1 a,b,c,e ELAGSE6W5 ELAGSE6W8 ELAGSE6SL2 ELAGSE6SL3 ELAGSE6L1 d ELAGSE6L3 a,b ELAGSE6L4 c
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 6T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 6T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 6T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 6T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 6T4a2. Students will identify, plan and research a topic from a global community perspective
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step.

	Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 6th Grade ELA	
Theme	Change
Unit	Embracing Heritage
Standards	**ELAGSE6RL7** **ELAGSE6RI7** **ELAGSE6RI8** **ELAGSE6W9** ELAGSE6W4 ELAGSE6W6 ELAGSE6W7 ELAGSE6SL5 ELAGSE6L1 c,e
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 6T5a1. Students will identify fair use of reference material in a production or presentation. · 6T5a2. Students will identify information and/or resources as being copyright protected. · 6T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 6T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 6T6a2. Students will describe the components of a technology system and how they interact. · 6T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 6th Grade ELA	
Theme	Change
Unit	Review for Milestones
Standards	All
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 6T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production · 6T1b2. Students will express original ideas through technology programs or online resources. · 6T1b3. Students will create digital works using technology resources. · 6T1b4. Students will print, post, or publish original work using technology. 6T1c. Use models and simulations to explore complex systems and issues. With assistance: · 6T1c1. Students will describe and illustrate a complex curriculum-related concept or process using a model, simulation, concept-mapping software, or hypermedia. · 6T1c2. Students will use technology to create models or digital simulations.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 6th Grade Math		
Theme	Interdependence	
Unit	Number System Fluency	Rate, Ratio, and Proportional Reasoning Using Equivalent
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**MGSE6.NS.1** **MGSE6.NS.2** **MGSE6.NS.3** MGSE6.NS.4	**MGSE6.RP.1** **MGSE6.RP.2** MGSE6.RP.3abcd
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	· 6T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. · 6T1a2. Students will research real-world topics using appropriate online resources. · 6T1a3. Students will reflect on and debate topics using online tools (blog, chat, message board, etc.) · 6T2a1. Students will use digital media tools (e.g., blogs, wikis, video conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product. · 6T2a2. Students will present and/or post work products online. For example, collaborate in a virtual world to design and produce a re-enactment of a historical event, play, or experiment, or collaborate with students in another classroom using digital tools to debate an important issue. · 6T2a3. Students will submit results for publication to appropriate channels (e.g., national competitions for solutions, local newspaper editorials, online blogs and networks).	
Application	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires	

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 6th Grade Math		
Theme	Interdependence	
Unit	Expressions	One-Step Equations and Inequalities
Standards	MGSE6.EE.1 **MGSE6.EE.2** **MGSE6.EE.3** **MGSE6.EE.4** MGSE6.NS.4	MGSE6.EE.5 MGSE6.EE.6 **MGSE6.EE.7** **MGSE6.EE.8** **MGSE6.EE.9** MGSE6.RP.3
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 6T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 6T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 6T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 6T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 6T4a2. Students will identify, plan and research a topic from a global community perspective	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking	

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 6th Grade Math		
Theme	Change	
Unit	Area and Volume	Statistics
Standards	MGSE6.G.1 **MGSE6.G.2** **MGSE6.G.4**	MGSE6.SP.1 **MGSE6.SP.2** MGSE6.SP.3 MGSE6.SP.4 **MGSE6.SP.5**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 6T5a1. Students will identify fair use of reference material in a production or presentation. · 6T5a2. Students will identify information and/or resources as being copyright protected. · 6T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 6T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 6T6a2. Students will describe the components of a technology system and how they interact. · 6T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 6th Grade Math		
Theme	Change	
Unit	Rational Explorations: Numbers and Opposites	Review for Milestones
Standards	**MGSE6.NS.5** MGSE6.NS.6abc **MGSE6.NS.7** MGSE6.NS.7abcd **MGSE6.NS.8** MGSE6.G.3	All
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	· 6T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production · 6T1b2. Students will express original ideas through technology programs or online resources. · 6T1b3. Students will create digital works using technology resources. · 6T1b4. Students will print, post, or publish original work using technology. 6T1c. Use models and simulations to explore complex systems and issues. With assistance: · 6T1c1. Students will describe and illustrate a complex curriculum-related concept or process using a model, simulation, concept-mapping software, or hypermedia. · 6T1c2. Students will use technology to create models or digital simulations.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or	

	justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 6th Grade Social Studies		
Theme	Interdependence	
Unit	Europe's Geography and History	Europe's Government and Economics
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**SS6G8abc** **SS6G9a** SS6G7ab SS6G10ab SS6H3abc MGS4 MGS6 MGS7 MGS8 IPS6 IPS7 IPS9 IPS11 IPS17	**SS6CG3ab** **SS6E7abc** SS6E8abcd SS6E9abcde MGS11 IPS7 IPS9 IPS10 IPS11 IPS12 IPS17
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	· 6T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. · 6T1a2. Students will research real-world topics using appropriate online resources. · 6T1a3. Students will reflect on and debate topics using online tools (blog, chat, message board, etc.) · 6T2a1. Students will use digital media tools (e.g., blogs, wikis, video conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product. · 6T2a2. Students will present and/or post work products online. For example, collaborate in a virtual world to design and produce a re-enactment of a historical event, play, or experiment, or collaborate with students in another classroom using digital tools to debate an important issue. · 6T2a3. Students will submit results for publication to appropriate channels (e.g., national competitions for solutions, local newspaper editorials, online blogs and networks).	

Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 6th Grade Social Studies		
Theme	Interdependence	
Unit	Latin America's Geography and History	Latin America's Government, Civics, and Economics
Standards	**SS6G3a** **SS6G2ab** SS6G1ab SS6H1abcd MGS4 MGS6 MGS7 MGS8 IPS6 IPS7 IPS9 IPS11 IPS17	SS6E1abc SS6E2abcd **SS6E3abcde** SS6CG1ab MGS11 IPS7 IPS9 IPS10 IPS11 IPS12 IPS17
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 6T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 6T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 6T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 6T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 6T4a2. Students will identify, plan and research a topic from a global community perspective	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)	

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 6th Grade Social Studies		
Theme	Change	
Unit	Canada's Geography and History	Canada's Government, Civics, and Economics
Standards	**SS6G6ab** SS6G5a SS6G4ab SS6H2 MGS4 MGS6 MGS7 MGS8 IPS6 IPS7 IPS9 IPS11 IPS17	SS6E4abc **SS6E5abcd** SS6E6abcde SS6CG2a MGS11 IPS7 IPS9 IPS10 IPS11 IPS12 IPS17
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 6T5a1. Students will identify fair use of reference material in a production or presentation. · 6T5a2. Students will identify information and/or resources as being copyright protected. · 6T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 6T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 6T6a2. Students will describe the components of a technology system and how they interact. · 6T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning)	

	The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 6th Grade Social Studies		
Theme	Change	
Unit	Australia	Personal Finance
Standards	SS6H4 SS6G11a SS6G12a SS6CG4a SS6E10abc SS6E11abc **SS6E12abcde** MGS11 IPS7 IPS9 IPS10 IPS11 IPS12 IPS17	**SS6E13abc** MGS11 IPS7 IPS9 IPS10 I PS11 IPS12 IPS17
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	· 6T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production · 6T1b2. Students will express original ideas through technology programs or online resources. · 6T1b3. Students will create digital works using technology resources. · 6T1b4. Students will print, post, or publish original work using technology. 6T1c. Use models and simulations to explore complex systems and issues. With assistance: · 6T1c1. Students will describe and illustrate a complex curriculum-related concept or process using a model, simulation, concept-mapping software, or hypermedia. · 6T1c2. Students will use technology to create models or digital simulations.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply)	

	At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 6th Grade Science	
Theme	Interdependence
Unit	**My Place in the Universe: Earth, Moon & Stars**

Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**S6E1.a, c.** **S6E2.a** S6E1.b.d.e. S6E2.b.c.
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	· 6T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. · 6T1a2. Students will research real-world topics using appropriate online resources. · 6T1a3. Students will reflect on and debate topics using online tools (blog, chat, message board, etc.) · 6T2a1. Students will use digital media tools (e.g., blogs, wikis, video conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product. · 6T2a2. Students will present and/or post work products online. For example, collaborate in a virtual world to design and produce a re-enactment of a historical event, play, or experiment, or collaborate with students in another classroom using digital tools to debate an important issue. · 6T2a3. Students will submit results for publication to appropriate channels (e.g., national competitions for solutions, local newspaper editorials, online blogs and networks).
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.

demonstrates high levels of learning (note: DOK levels are not sequential)	Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 6th Grade Science		
Theme	Interdependence	
Unit	**Rocking the Earth: The Formation of the Earth's Surface**	**Let's Get Physical: Physical Processes of the Earth**
Standards	**S6E5.a.f.** S6E5.g	**S6E5.d** S6E5.b.c.e.h
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 6T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 6T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 6T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 6T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 6T4a2. Students will identify, plan and research a topic from a global community perspective	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over	

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 6th Grade Science	
Theme	Change
Unit	**Water, Water Everywhere: Earth Processes and Hydrology Natural Resources/ Conservation and Impact**
Standards	**S6E3.a.b.** **S6E6.a.c.** S6E3.c.d. S6E6.b.
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 6T5a1. Students will identify fair use of reference material in a production or presentation. · 6T5a2. Students will identify information and/or resources as being copyright protected. · 6T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 6T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 6T6a2. Students will describe the components of a technology system and how they interact. · 6T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 6th Grade Science	
Theme	Change
Unit	**Weather Me This: Weather and Climate**
Standards	**S6E4.a.d.** S6E4.b.c.e
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 6T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production · 6T1b2. Students will express original ideas through technology programs or online resources. · 6T1b3. Students will create digital works using technology resources. · 6T1b4. Students will print, post, or publish original work using technology. 6T1c. Use models and simulations to explore complex systems and issues. With assistance: · 6T1c1. Students will describe and illustrate a complex curriculum-related concept or process using a model, simulation, concept-mapping software, or hypermedia. · 6T1c2. Students will use technology to create models or digital simulations.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 7th Grade ELA		
Theme	Interdependence	
Unit	Exploring Narrative Reading and Writing	Comparing and Contrasting Written and Visual Literacy
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE7RL3** **ELAGSE7RL6** **ELAGSE7RI3** **ELAGSE7W4** ELAGSE7RL1 ELAGSE7RL2 ELAGSE7RL4 ELAGSE7RL5 ELAGSE7RI1 ELAGSE7RI2 ELAGSE7RI4 ELAGSE7W1 ELAGSE7W2 ELAGSE7W3 ELAGSE7W9 ELAGSE7SL2 ELAGSE7SL1 ELAGSE7SL3 ELAGSE7L3 ELAGSE7L1 ELAGSE7L2	**ELAGSE7RL7** **ELAGSE7RI7** **ELAGSE7RI9** **ELAGSE7W7** ELAGSE7RL5 ELAGSE7RI5 ELAGSE7RI6 ELAGSE7W5 ELAGSE7W6 ELAGSE7W8 ELAGSE7SL4 ELAGSE7SL5 ELAGSE7SL6 ELAGSE7L3 ELAGSE7L1 ELAGSE7L2
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	· 7T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. · 7T1a2. Students will research real-world topics using appropriate online resources. · 7T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product	
Application	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires	

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 7th Grade ELA	
Theme	Interdependence
Unit	Changing the World
Standards	**ELAGSE7RL9** **ELAGSE7RI8** **ELAGSE7W7** ELAGSE7RL1 ELAGSE7RL2 ELAGSE7RI1 ELAGSE7RI5 ELAGSE7RI6 ELAGSE7W5 ELAGSE7W6 ELAGSE7W8 ELAGSE7LSL2 ELAGSE7SL1 ELAGSE7SL3 ELAGSE7L6 ELAGSE7L4 ELAGSE7L5
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 7T3c1. Students will select and apply appropriate tools and digital resources to accomplish a variety of tasks. · 7T3c2. Students will justify their selected digital tools based on efficiency and effectiveness for completing the projects · 7T4b1. Students will select and use appropriate digital planning tools to complete a project. · 7T4b2. Students will implement virtual field trips to explore content
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning)

	The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 7th Grade ELA	
Theme	Change
Unit	Soundtracks of My Life
Standards	**ELAGSE7RL7** **ELAGSE7RI8** ELAGSE7RI10 ELAGSE7W10 ELAGSE7SL4 ELAGSE7SL5 ELAGSE7SL6 ELAGSE7L6 ELAGSE7L4 ELAGSE7L5
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 7T5a1. Students will identify fair use of reference material in a production or presentation. · 7T5a2. Students will identify information and/or resources as being copyright protected. · 7T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 7T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 7T6a2. Students will describe the components of a technology system and how they interact
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 7th Grade ELA	
Theme	Change
Unit	Review for Milestones
Standards	All
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 7T5a1. Students will identify fair use of reference material in a production or presentation. · 7T5a2. Students will identify information and/or resources as being copyright protected. · 7T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 7T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 7T6a2. Students will describe the components of a technology system and how they interact · 7T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific produce
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 7th Grade Math		
Theme	Interdependence	
Unit	Operations with Rational Numbers	Expressions and Equations
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**MGSE7.NS.1** MGSE7.NS.1a MGSE7.NS.1b MGSE7.NS.1c MGSE7.NS.1d **MGSE7.NS.2** MGSE7.NS.2a MGSE7.NS.2b MGSE7.NS.2c MGSE7.NS.2d **MGSE7.NS.3**	**MGSE7.EE.1** MGSE7.EE.2 MGSE7.EE.3 **MGSE7.EE.4** MGSE7.EE.4a MGSE7.EE.4b MGSE7.EE.4c
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	· 7T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. · 7T1a2. Students will research real-world topics using appropriate online resources. · 7T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task.	

	Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 7th Grade Math		
Theme	Interdependence	
Unit	Ratios and Proportional Relationships	Geometry
Standards	**MGSE7.RP.1** **MGSE7.RP.2** MGSE7.RP.2a MGSE7.RP.2b MGSE7.RP.2c MGSE7.RP.2d **MGSE7.RP.3** **MGSE7.G.1**	MGSE7.G.2 MGSE7.G.3 **MGSE7.G.4** MGSE7.G.5 **MGSE7.G.6**
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 7T3c1. Students will select and apply appropriate tools and digital resources to accomplish a variety of tasks. · 7T3c2. Students will justify their selected digital tools based on efficiency and effectiveness for completing the projects · 7T4b1. Students will select and use appropriate digital planning tools to complete a project. · 7T4b2. Students will implement virtual field trips to explore content	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 7th Grade Math		
Theme	Change	
Unit	Inferences	Probability
Standards	**MGSE7.SP.1** MGSE7.SP.2 MGSE7.SP.3 MGSE7.SP.4	**MGSE7.SP.5** MGSE7.SP.6 MGSE7.SP.7 MGSE7.SP.7a MGSE7.SP.7b MGSE7.SP.8 MGSE7.SP.8a MGSE7.SP.8b MGSE7.SP.8c
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 7T5a1. Students will identify fair use of reference material in a production or presentation. · 7T5a2. Students will identify information and/or resources as being copyright protected. · 7T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 7T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 7T6a2. Students will describe the components of a technology system and how they interact	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over	

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 7th Grade Math	
Theme	Change
Unit	Review for Milestones
Standards	All
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 7T5a1. Students will identify fair use of reference material in a production or presentation. · 7T5a2. Students will identify information and/or resources as being copyright protected. · 7T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 7T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 7T6a2. Students will describe the components of a technology system and how they interact · 7T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific produce
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over

	an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 7th Grade Social Studies			
Theme	Interdependence		
Unit	Personal Money Management	Geography & History of the Middle East	Government & Economics of the Middle East
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**SS7E10** IPS9 IPS11 IPS16	**SS7G7a** **SS7H2c** **SS7G8a** SS7H2abd SS7G5ab SS7G6a SS7G7a SS7G8bc MGS6 MGS7 MGS8 MGS12 IPS1 IPS2 IPS3 IPS5 IPS6 IPS10 IPS11 IPS12	**SS7CG3a** **SS7E6** SS7CG3b SS7E4abc SS7E5abcd SS7E6abcde MGS6 MGS8 IPS1 IPS5 IPS8 IPS9 IPS11 IPS12
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures		
Audio-Video-Communications	· 7T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. · 7T1a2. Students will research real-world topics using appropriate online resources. · 7T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product		
Application	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right		

To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 7th Grade Social Studies	
Theme	Interdependence
Unit	Geography & History of Africa
Standards	**SSS7H1a** **SS7G3a** SS7G1ab SS7G2abc SS7G4ab SS7H1bc MGS4 MGS6 MGS7 MGS8 MGS11 MGS12 IPS1 IPS2 IPS3 IPS5 IPS6 IPS7 IPS11 IPS12 IPS17
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 7T3c1. Students will select and apply appropriate tools and digital resources to accomplish a variety of tasks. · 7T3c2. Students will justify their selected digital tools based on efficiency and effectiveness for completing the projects · 7T4b1. Students will select and use appropriate digital planning tools to complete a project. · 7T4b2. Students will implement virtual field trips to explore content
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps.

	Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 7th Grade Social Studies	
Theme	Change
Unit	Government & Economics of Africa
Standards	**SS7CG1** **SS7E3abcde** SS7CG1bc SS7CG2a SS7E1abc SS7E2abc IPS1 IPS3 IPS4 IPS5 IPS8 IPS9 IPS11 IPS12 IPS14 IPS15
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 7T5a1. Students will identify fair use of reference material in a production or presentation. · 7T5a2. Students will identify information and/or resources as being copyright protected. · 7T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 7T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 7T6a2. Students will describe the components of a technology system and how they interact
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or

	justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 7th Grade Social Studies		
Theme	Change	
Unit	Geography & History of Asia	Government & Economics of Asia
Standards	**SS7H3abcde** **SS7G11a** SS7G9ab SS7G10ab SS7G12ab MGS1 MGS2 MGS6 MGS7 IPS2 IPS3 IPS4 IPS5 IPS6 IPS7 IPS8 IPS11 IPS13 IPS15 IPS16 IPS17	**SS7CG4a** **SS7E9abcde** SS7CG4b SS7E7abc SS7E8abc IPS1 IPS3 IPS4 IPS5 IPS8 IPS9 IPS11 IPS12 IPS14 IPS15
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.	
Audio-Video-Communications	· 7T5a1. Students will identify fair use of reference material in a production or presentation. · 7T5a2. Students will identify information and/or resources as being copyright protected. · 7T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately · 7T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 7T6a2. Students will describe the components of a technology system and how they interact · 7T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific produce	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)	

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessment	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 8th Grade ELA	
Theme	Interdependence
Unit	Perseverance Narrative
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**ELAGSE8RL2** **ELAGSE8RI3** **ELAGSE8W3 a, b, d** ELAGSE8RL1 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8RL6 ELAGSE8RI5 ELAGSESL1 ELAGSE8W4 ELAGSE8W5 ELAGSE8W6 ELAGSE8L2
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	8T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. 8T1a2. Students will research real-world topics using appropriate online resources. 8T1a3. Students will reflect on and debate topics using online tools (blog, chat, message-board,etc.) 8T1a4. Students will create curriculum-related multimedia projects.· 8T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds,etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning)

demonstrates high levels of learning (note: DOK levels are not sequential)	The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 8th Grade ELA	
Theme	Interdependence
Unit	Freedom, Obstacles, and Challenges Informational/Explanatory
Standards	**ELAGSE8RI2** **ELAGSE8RI6** **ELAGSE8W2 a,b,f** **ELAGSE8SL4** ELAGSE8RI1 ELAGSE8RI3 ELAGSE8RI5 ELAGSE8RI7 ELAGSE8RI8 ELAGSE8W2 c, d, e ELAGSE8W4 ELAGSE8W5 ELAGSE8W6 ELAGSE8W7 ELAGSE8L2 ELAGSE8SL5
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.
Audio-Video-Communications	· 8T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 8T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 8T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 8T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 8T4a2. Students will identify, plan and research a topic from a global community perspective.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step.

	Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 8th Grade ELA		
Theme	Change	
Unit	Poetry vs. Prose Argumentative	The Real Story Narrative
Standards	**ELAGSE8RI8** **ELAGSE8W1** ELAGSE8RI1 ELAGSE8R13 ELAGSE8RI4 ELAGSE8RI6 ELAGSE8RI9 ELAGSE8W9 ELAGSE8SL1	**ELAGSE8RL7** **ELAGSE8RL9** **ELAGSE8W4** ELAGSE8RL1 ELAGSE8RL2 ELAGSE8RL3 ELAGSE8RL4 ELAGSE8W3a
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 8T5a1. Students will identify fair use of reference material in a production or presentation. · 8T5a2. Students will identify information and/or resources as being copyright protected. · 8T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately. · 8T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 8T6a2. Students will describe the components of a technology system and how they interact. · 8T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking	

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 8th Grade ELA	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 8Td1. Students will apply experience with technology systems and programs when using new tools to create a product. · 8Td2. Students will use various digital tools to create documents and presentations. · 8T4b1. Students will select and use appropriate digital planning tools to complete a project. · 8T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.

	3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 8th Grade Math		
Theme	Interdependence	
Unit	Transformations, Congruence, and Similarity	Exponents
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	**MGSE8.G.1** **MGSE8.G.2** **MGSE8.G.3** MGSE8.G.4 MGSE8.G.5	**MGSE8.EE1** MGSE8.EE.2 (evaluating) MGSE8.EE.3 MGSE8.EE.4 **MGSE8.EE.7** MGSE8.EE.7a MGSE8.EE.7b **MGSE8.NS.1** MGSE8.NS.2
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures	
Audio-Video-Communications	8T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. 8T1a2. Students will research real-world topics using appropriate online resources. 8T1a3. Students will reflect on and debate topics using online tools (blog, chat, message-board, etc.) 8T1a4. Students will create curriculum-related multimedia projects.· 8T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product.	
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students	

	must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 8th Grade Math		
Theme	Interdependence	
Unit	Geometric Applications of Exponents	Functions
Standards	**MGSE8.G.6** **MGSE8.G.7** **MGSE8.G.8** MGSE8.G.9 MGSE8.EE.2 (equations)	**MGSE8.F.1** **MGSE8.F.2** **MGSE8.F.3** **MGSE8.EE.5** MGSE8.EE.6
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 8T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 8T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 8T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 8T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 8T4a2. Students will identify, plan and research a topic from a global community perspective.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking	

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 8th Grade Math		
Theme	Change	
Unit	Linear Models and Tables	Solving Systems of Equations
Standards	MGSE8.F.4 MGSE8.F.5 **MGSE8.SP.1** **MGSE8.SP.2** MGSE8.SP.3 MGSE8.SP.4	**MGSE8.EE.8** MGSE8.EE.8a MGSE8.EE.8b MGSE8.EE.8c
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.	
Audio-Video-Communications	· 8T5a1. Students will identify fair use of reference material in a production or presentation. · 8T5a2. Students will identify information and/or resources as being copyright protected. · 8T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately. · 8T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 8T6a2. Students will describe the components of a technology system and how they interact. · 8T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.	

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 8th Grade Math	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 8Td1. Students will apply experience with technology systems and programs when using new tools to create a product. · 8Td2. Students will use various digital tools to create documents and presentations. · 8T4b1. Students will select and use appropriate digital planning tools to complete a project. · 8T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.

	3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 8th Grade Social Studies			
Theme	Interdependence		
Unit	Georgia's Geography and Intro to Economics	Intro to Government	Exploration to Colonization
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course. All other standards are Supporting Standards and represent skills needed to attain Priority Standards	SS8G1abcd SS8E1ab SS8E2c SS8H12d MGS1 MGS2 MGS6 MGS8 IPS1 IPS3 IPS11	SS8G1abcd SS8E1ab SS8E2c SS8H12d MGS1 MGS2 MGS6 MGS8 IPS1 IPS3 IPS11	SS8H1abc SSH2abcde MGS4 MGS7 MGS8 IPS2 IPS3 IPS7 IPS9 IPS11 IPS15 IPS16
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures		
Audio-Video-Communications	8T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. 8T1a2. Students will research real-world topics using appropriate online resources. 8T1a3. Students will reflect on and debate topics using online tools (blog, chat, message-board,etc.) 8T1a4. Students will create curriculum-related multimedia projects.· 8T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds,etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product.		
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning)		

demonstrates high levels of learning (note: DOK levels are not sequential)	The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 8th Grade Social Studies		
Theme	Interdependence	
Unit	Revolution to Statehood	Civil War to Reconstruction
Standards	SS8H3abd SS8H4de SS8H3c SS8H4ab MGS6 MGS7 MGS8 IPS1 IPS2 IPS3 IPS4 IPS5 IPS6 IPS7 IPS10 IPS11 IPS14 IPS15	SS8H5ab SS8H6abcde SS8H7a MGS1 MGS2 MGS6 MGS7 MGS8 IPS1 IPS3 IPS11
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 8T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 8T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 8T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 8T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 8T4a2. Students will identify, plan and research a topic from a global community perspective.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce)	

	Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 8th Grade Social Studies			
Theme	Change		
Unit	WWI to WWII	Civil Rights to Modern Georgia	Personal Money Management
Standards	SS8H8abcde SS8H9abc SS8H10abc SS8E1ab MGS6 MGS7 MGS8 IPS1 IPS2 IPS3 IPS4 IPS5 IPS6 IPS10 IPS11 IPS12 IPS15 IPS17	SS8H7bcd SS8H11abc SS8H12abcd MGS4 MGS7 MGS8 MGS10 IPS2 IPS5 IPS7 IPS9 IPS11 IPS15 IPS16	SS8E3abcd
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.		
Audio-Video-Communications	· 8T5a1. Students will identify fair use of reference material in a production or presentation. · 8T5a2. Students will identify information and/or resources as being copyright protected. · 8T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately. · 8T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 8T6a2. Students will describe the components of a technology system and how they interact. · 8T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.		
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step.		

	Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 8th Grade Social Studies	
Theme	Change
Unit	Review for Milestones
Standards	**All**
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	·8Td1. Students will apply experience with technology systems and programs when using new tools to create a product. · 8Td2. Students will use various digital tools to create documents and presentations. · 8T4b1. Students will select and use appropriate digital planning tools to complete a project. · 8T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.

	3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery Standard - Bi Weekly Assessments and Quarterly Assessments.

Quarter 1: 8th Grade Science	
Theme	Interdependence
Unit	Structure and Properties of Matter
Standards Standard in BOLD are Priority Standards and represent rigorous performance expectations that students must master by the end of the course.	**S8P1a** **S8P1 b** S8P1c, d, f **S8P1e** **S8P2d**
Culturally responsive practices/procedures	Teaching in a culturally responsive manner demands a shift in what is known of culture and language learning. The first shift is that each teacher exhibits care for DPA students. This will be a consistent theme in the first quarter of each of each subject/grade level. To establish a culture of caring, the DPA way insists on teachers caring and understanding the needs of their students. The following six qualities of the aforementioned shift are: (1) understanding how learners construct knowledge, (2) learning about students' lives, (3) being sociocultural conscious, (4) holding affirming views about diversity, (5) using appropriate instructional strategies, and (6) advocating for all students. Culturally responsive teachers are also able to make connections with students by making them feel as a valuable asset in their own education. Students will be responsible for keeping up with their academic performance data, contribute to the subject and manner in which they want to learn and learn respect for themselves as well as other cultures
Audio-Video-Communications	8T1a1. Students will create digital products to demonstrate curriculum-related knowledge or processes that could be used to provide innovative solutions in the real world. 8T1a2. Students will research real-world topics using appropriate online resources. 8T1a3. Students will reflect on and debate topics using online tools (blog, chat, message-board, etc.) 8T1a4. Students will create curriculum-related multimedia projects.· 8T2a1. Students will use digital media tools (e.g., blogs, wikis, video-conferencing, virtual worlds, etc.) for synchronous and asynchronous collaboration with peers/experts/global partners to plan, design, and publish a content-specific product.
Application To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential)	Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize

	information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery - Bi Weekly Assessments and Quarterly Assessments.

Quarter 2: 8th Grade Science		
Theme	Interdependence	
Unit	Transformation of Energy	Force and Interactions
Standards	S8P2a **S8P2b** S8P2c S8P2d (Review)	**S8P3b** S8P3a S8P3c
Culturally responsive practices/procedures	The next phase in addressing the standards in a culturally responsive manner is to: (1) relate mathematics to real-life experiences, (2) use mathematics as a tool for developing the learning community, (3) use questions to help students develop the language and concepts of mathematics, and (4) explicitly teach the vocabulary of mathematics using questions to help students develop the language and concepts of mathematics (Torres-Velasquez & Lobo, 2005). Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students become self-confident, self-directed, and proactive.	
Audio-Video-Communications	· 8T3a1. Students will create a concept map describing the aspects of a research topic or essential question, and select key topics for exploration. · 8T3a2. Students will determine data collection and search needs and strategies for gathering information (e.g., determine appropriate search engine database, share links with important text highlighted using social bookmarking tools, collect data using digital probes and/or student response systems, access news from information aggregators). · 8T3a3. Students will use digital planning tools or project management software to lay out inquiry processes and procedures · 8T4a1. Students will identify a problem and create essential questions that guide investigation of an authentic problem using digital resources. · 8T4a2. Students will identify, plan and research a topic from a global community perspective.	
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking	

	Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery - Bi Weekly Assessments and Quarterly Assessments.

Quarter 3: 8th Grade Science	
Theme	Change
Unit	Electromagnetic Spectrum Waves
Standards	**S8P4a** **S8P4b,** c **S8P4d**, S8P4e, **f** **S8P4 g**
Culturally responsive practices/procedures	Although these traits will be carried across all units, DPA teachers will exhibit the following: (1) high expectations for all students, (2) cultural congruence in instruction to meet the learning style and intelligence of each student, (3) knowledge and respect for all cultural traditions, (4) teaching strategies that promote meaningful participation, (5) avoid stereotyping students, and (6) sensitivity of standards and the impact it has on students' knowledge of self as well as commitment to teach unbiased truth while adhering to skills necessary to master content standards.
Audio-Video-Communications	· 8T5a1. Students will identify fair use of reference material in a production or presentation. · 8T5a2. Students will identify information and/or resources as being copyright protected. · 8T5a3. Students will communicate through social media sites (blogs, wikis, social networking sites, etc.) safely and appropriately. · 8T6a1. Students will demonstrate keyboarding skills by completing a variety of productivity tasks in a timely manner. · 8T6a2. Students will describe the components of a technology system and how they interact. · 8T6a3. Students will create, save, retrieve, and produce files through a network system and through digital tools and peripherals.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.

Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition. 3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery - Bi Weekly Assessments and Quarterly Assessments.

Quarter 4: 8th Grade Science	
Theme	Change
Unit	Review for Milestones
Standards	All
Culturally responsive practices/procedures	DPA teachers and administrators will exhibit cultural responsiveness by ensuring that strong bonds are established and promoted with the families of DPA students as well as the community. DPA staff will: (1) consider their own attitudes, biases, and assumptions about the students served, (2) value the language of the students, (3) recognize that the culture of the school may/may not be synchronized with the culture of the students' families and adjust to meet the cultural needs of such, (4) consider the importance of "code switching", and (5) make a concerted effort to seek content that relates to the students', families', and community's needs.
Audio-Video-Communications	· 8Td1. Students will apply experience with technology systems and programs when using new tools to create a product. · 8Td2. Students will use various digital tools to create documents and presentations. · 8T4b1. Students will select and use appropriate digital planning tools to complete a project. · 8T1b1. Students will create original digital products (animations, videos, podcasts, web pages, blogs, etc.) about a topic of personal interest or in response to a learning activity and document a reflection on the quality of the production.
Application	To create and increase rigorous learning environments, teachers will apply the following Depth of Knowledge (DOK) levels to classroom instruction in which each student learns, is supported and demonstrates high levels of learning (note: DOK levels are not sequential): Level 1: Recall/Reproduction (Acquire, Reproduce) Tasks at this level require recall of facts or rote application. The task requires little to no comprehension, complexity, and depth. Typically, there is on right answer that involves one mental step. Level 2: Skills and Concepts (Apply) At this level, students are required to have a deeper knowledge of the content. Students are expected to be able to explain, infer, and make decisions. There is generally one answer that involves two or more mental steps. Level 3: Strategic Thinking (Complex Reasoning) The strategic thinking level requires abstract and complex thinking. Students must use abstract thinking processes such as supporting solutions or justifying answer choices with textual evidence. More than one correct response may be indicative of this task. Level 4: Extended Thinking Students are required to connect, relate ideas and concepts to synthesize information from multiple sources. This complex cognitive effort occurs over an extended period of time and/or knowledge is transferred from one subject to solve problems in another.
Project Based Learning Approach	1. The teacher-coach **sets the stage for students with real-life samples** of the projects they will be doing. 2. Students **take on the role of project designers**, possibly establishing a forum for display or competition.

	3. Students **discuss and accumulate the background information** needed for their designs. 4. The teacher-coach and students **negotiate the criteria for evaluating the projects.** 5. Students **accumulate the materials** necessary for the project. 6. Students **create their projects.** 7. Students **prepare to present their projects.** 8. Students **present their projects.** 9. Students **reflect on the process and evaluate the projects** based on the criteria established in Step 4.
Assessments	Differentiated assessments based on individual learning targets; AVC project based learning; MAP Skills Mastery - Bi Weekly Assessments and Quarterly Assessments.

EXHIBIT 11

Attach a copy of the charter school's Student Code of Conduct.

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

2017-2018

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 িংসদর পসে ববাধগময ভাষায় ব অবধকার এবং দাবয়ত্বস্তুবির বববয়সয় প্রসয়াজনীয় িথ্য বপসি পাসরন বিকযাল্ড কাউবি স্কুি বিবিক্ট িংা েুবনবিি করসব| স্কুি প্রশাংসনর কাসছ ভাষান্তর পবরসযবার অনুসরাধ এবং ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহি এবং চবরত্র ববকাশ পুবিকা বা অনযানয দবিসির অনুবাবদি িংাি িড কবপর অনুসরাধ করা যায়| www.dekalb.k12.ga.us/student-relations -এ ছাত্রছাত্রীসদর আচরণ েংবিিা-ছাত্রছাত্রীসদর অবধকার এবং দাবয়ত্বেমূহি এবং চবরত্র ববকাশ পুবিকার একটি ইসিক্ট্রবনক েংস্করণ পাওয়া যাসব|

Amharic
የጽሁፍ ወይም የቃል ትርጉም አገልግሎት መግለጫ
የዲካልብ ክውንቲ የትምህርት ሚንስቴር ሁሉም ወላጆች ሊያውቋት የሚገባ አስፈላጊ መረጃዎችን እና መብት እና ሃላፊነታቸውን የሚገልጹ መረጃዎችን ለማግኘት የሚችሉ መሆናቸውን እና በሚገባቸው ቋንቋ የሚያቀርብ መሆኑን ይገልጻል። ተተርጉሞ የቀረበውን የተማሪ ስርአት መመሪያ እና የተማሪ መብት እና ሃላፊነትን የሚገልጽ ጽሁፍ እንዲሁም የጠባይን አድነት 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 አድነት ሁኔታን የሚገልጹ ጹሁፎች በአሌክትሮኒክ 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 မိဘများနှင့်ကျောင်းသားများအား လုံးမရှိမဖြစ်ရသင့်ရုတိုင်ငံခြားဘာ
သာစကားဖြင့်ရရှိအောင်ဆွေးနွေးများနှင့်ဘာဝနိမ့်များကောလည်းသဘောပေါက်နိုင်သောစာတိုပေးကဒ်များကဲ့သို့ပေးမ
ည်ဖြစ်သည်။ကျောင်းသားများပိုင်နက်ဆောင်ရွက်ရမည့်ဥပဒေဘောင်ချက်များ၊ ကျောင်းသားများအ
ခွင့်အရေး၊ ဘာဝနိဝတ္တရားများ၊ အကျင့်စာရိတ္တများနှိုးဆွိုးတက်မှု၊ နှင့်အခြားသော အကြောင်းအ ရာ
များဝိုသည် ဘာသာပြန်ဆိုးသော စာတုပ်များဖြင့် တောင်းဆိုမည်ဖြစ်သည်။ စာသားပြန်အကူ
ညီများဝိုအပ်ပါကကျောင်းမှစီစဉ်ဆွေးနွေးအကူညီများ တောင်းဆိုကူညီပေးမည်ဖြစ်သည်။ကျောင်းသား များ
ဝိုက်နာဆောင်ရွက်ရမည့်ဥပဒေညီးကမ်းချက်များ၊ ကျောင်းသားများအခွင့်အရေး၊ ဘာဝနိဝတ္တရား
များ၊ အကျင့်စာရိတ္တများနှိုးဆွိုးတက်မှု၊ စာတုပ်များဝိုသည် www.dekalb.k12.ga.us/student-relations
ဝိတ်ဖိစက်မှာကြည့်ရှု နိုင်သည်။

Nepali

अनुवाद/व्याख्या उपलब्धता विवरण

DeKalb County स्कूल जिल्ला विध्यार्थी र उन्का माता-पितामा आफूले 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 बोभासेका
लागि विध्यालय प्रशासनमा अनुरोध गर्न सक्नु हुन्छ । विध्यार्थी आचार संहिता,
विध्यार्थी अधिकार र उत्तरदायित्वहरु र चरित्र विकास पुस्तिकाको इलेक्ट्रनिक
संस्करण (Copy) www.dekalb.k12.ga.us/student-relations मा पाइने छ

2017-2018 Parent/Guardian Signature Page

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

Parent/Guardian
Acknowledgement of Receipt

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

Student Summer School/Program Responsibilities

I affirm that I understand I am responsible for adhering to all rules, regulations, procedures, policies, state, local and federal laws found in the 2017-2018 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook during the 2017-2018 school year and all summer programs following the 2017-2018 school year. I further understand that I am immediately subject to the Levels of Consequences listed in the 2017-2018 Code of Student Conduct ~ Student Rights and Responsibilities and Character Development Handbook if I am found in violation of any infraction committed during the 2017-2018 school year and all 2018 DeKalb County School District summer school/programs.

Consent for Student to Participate in Surveys

Each year the Georgia Department of Education conducts surveys of 6th through 12th grade students. The topics surveyed include drugs, violence, mental health issues, driving habits, exercise and diet. The surveys are anonymous and no personal identification is required. The surveys allow the School District to support and evaluate needs-driven programming for students. Participation in the surveys is optional. Refer to the Protection of Pupil Rights Amendment section on page 60 for more information. This survey is separate and distinct from the District Safety Audit, which ALL students will be asked to complete.

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

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

DeKalb County School District
Safe School Pledge

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

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

Compulsory Education

I affirm and understand the consequences and penalties for failing to comply with laws of the state of Georgia regarding Compulsory Education, Student Attendance Protocol and Attendance/Discipline (see pages 35-36 and 38 for more information).

Student Name (Please Print) _____

Student Signature_____ Date _____

Parent/Guardian Signature_____ Date _____

Comment:

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

This page was intentionally left blank

TABLE OF CONTENTS

Topic	Page(s)
Translation Availability Statement	Inside Cover
Parent/Guardian Signature Page	1
Policy Statement	4
Purpose of the Code of Student Conduct	4
Learning and Compliance with Code of Student Conduct	5
Equal Educational Opportunities	5
Disciplinary Jurisdiction over Student Conduct	6
Investigation of Misconduct	6
Violations Index	7-9
Character Traits	10-11
Response to Intervention (RtI)	12-13
Positive Behavioral Interventions and Supports (PBIS)	13-14
Restorative Practices	14
Behavioral Strategies, Disciplinary Options, and Consequences	15-19
Levels and Consequences Matrices	20-23
Offenses and Consequences	24-44
Bus Stop Rules/Matrix	45-46
Explanation of Behavioral Strategies, Disciplinary Options, and Consequences	47-48
Definitions of Types of Discipline	49-50
Restroom and Locker Room Expectations	50
Student Discipline Procedures/Due Process/Appeals	50-52
Student Placement	54
Searches	55-56
Keeping Weapons Out of School	57-58
Student Rights and Responsibilities	59-61
Student Complaint Procedures	62-63
Internet and Technology Usage	64-65
Supplemental Safety and Discipline Information	66-76
Seclusion and Restraint	77-78
Notice of Rights of Students and Parents Under Section 504	79-80
Section 504 Procedural Safeguards	81-82
Special Education: A Parent's Guide to Understanding Rights and Responsibilities	83-85
Appendix	86
Right to Know ~ Professional Qualifications of Teachers	87
Due Process Flowchart	88
Bullying/Harassment/Hazing Flowchart	89
Bullying/Harassment/Hazing Report Form	90
Notes	91-93

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

POLICY STATEMENT

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

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

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

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

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

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

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

PURPOSE

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

Individual schools and classroom teachers may impose campus or classroom rules in addition to those found in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. These rules may be explained by the teacher, posted in classrooms, or distributed to students, and may or may not constitute violations of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. The determination of whether or not a student has violated the Code of Student Conduct – Student Rights and Responsibilities

and Character Development Handbook will be based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did or did not violate the rule?

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

LEARNING AND COMPLIANCE

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

The Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is distributed and taught to students during the first week of school. **A signed Parent/Guardian Signature Page found on page 3 is required from each student and parent/guardian**. A district-wide **mandatory** test on the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook is administered to students within the first two weeks of school. Student test scores are recorded. Class meetings are held during the first three weeks of school to discuss discipline and the application of discipline procedures.

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

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

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

EQUAL EDUCATIONAL OPPORTUNITIES

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

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

DISCIPLINARY JURISDICTION OVER STUDENT CONDUCT

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

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

INVESTIGATION OF MISCONDUCT

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

The determination of whether or not a student has violated the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* will be made based solely on a preponderance of the evidence. In other words, is it more likely to be true than not true, based on the evidence, that the student did violate the rule? If you disagree with this decision, you may appeal to the school principal in writing within one (1) school day of receiving the decision. If you disagree with the principal's decision, you may appeal in writing to the regional superintendent within one (1) school day of receiving the principal's decision. Please refer to the Discipline Due Process flowchart on page 86 of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* for a summary of the District's discipline process.

VIOLATION(S) INDEX

Topic	Page(s)
ALCOHOL (Possession and/or Use)	27-29
AGGRAVATED ASSAULT (Attempt/Threat to Injure with a Weapon)	32
AGGRAVATED BATTERY (Causing Serious Injury or Death)	32
ASSAULT (Student, Faculty, Staff or Visitors)	30
ATTENDANCE (Excused/Unexcused Absences, Attendance Protocol, Chronic Tardiness)	35-36, 38
AUTO-INJECTABLE EPINEPHRINE (Epi-Pens)	29
BATTERY (Causing Injury)	31
BEEPER/PAGER	24
BITING	31
BREAKING AND ENTERING	29, 41-42
BULLYING	33-35, 66-69, 89-90
BURGLARY	29
BUS MATRIX	46
BUS MISBEHAVIOR	39, 45-46
BYSTANDER BATTERY	32
CELL PHONES	24
COMPUTER (Unauthorized Use, Hacking, Password Violations, Etc.)	33-35, 42
CONDUCT OUTSIDE OF SCHOOL HOURS/AWAY FROM SCHOOL	39-40
COUNTERFEITING/POSSESSION OF COUNTERFEIT MONEY, CHECKS, BANK CARD	29-30
CYBERBULLYING/CYBERSTALKING	33-35, 66-69
DAMAGE/DESTRUCTION OF PROPERTY (Actual or Attempted)	29
DISRUPTIVE BEHAVIOR (Chronic talking, horse playing, etc.)	35
DISTURBANCES (Classroom and/or School)	37
DRESS CODE	43-44, 75-76
DRUGS (Illegal/Synthetic Substances, Look-Alike Drugs or Prescribed Medication)	27-29
DRUG-RELATED PARAPHERNALIA (Papers, Pipes, Clips, Bags, Other Related Items)	28-29
ELECTRONIC COMMUNICATION DEVICES (Cell Phones, Pagers, Etc.)	24, 33
EXTORTION	29, 33
FAILURE TO ACCEPT DISCIPLINARY ACTION	38
FALSE EMERGENCY REPORT (Pulling a Fire Alarm, Bomb Threat or Calling 911)	37
FIGHTING/PHYSICAL ALTERCATION	31
FIRE (Arson, Setting Fires)	29
FORGERY	42
GAMBLING	40
GANG-RELATED ACTIVITY (Violence, Retaliation, Recruitment, Dress, Paraphernalia)	37, 69
GUNS (Pistols, Rifles, BB, Pellet, Facsimile or Look-Alike)	25
HARASSMENT (Racial, Ethnic, Disability, Sexual Orientation, Gender Identity)	33-35, 66-69
HAZING	33-35, 66-69
HITTING/PHYSICAL CONTACT TO STUDENTS/SCHOOL PERSONNEL/VISITORS	26-27
IDENTIFICATION CARDS	43

INAPPROPRIATE SEXUAL BEHAVIOR	42-43
INDECENT EXPOSURE	42-43
INHALANTS	27-29
INSUBORDINATION (Talking Back, Walking Away, Refusing to Comply)	35
INTENT TO SELL/DISTRIBUTE DRUGS	27
INTENTIONAL PHYSICAL CONTACT WITH SCHOOL PERSONNEL	26
INTENTIONAL PHYSICAL CONTACT CAUSING HARM TO SCHOOL PERSONNEL	26-27
INTERNET/INTRANET USAGE	24, 33-35
INTIMIDATING ACTIONS	33, 37
KICKING	31
KNIVES/RAZORS/BOX CUTTERS	25
LOITERING ON ANY SCHOOL CAMPUS/UNAUTHORIZED ENTRY AFTER HOURS	41-42
MARIJUANA	27-29
MEDICATION	28
MISREPRESENTATION (Cheating, Lying or Providing False Statements/Information)	42
MISUSE OF CHEMICALS	27
OBSCENE MATERIALS/GESTURES	37-38
PARKING ON CAMPUS (Parking and/or Traffic Violations)	41
PORNOGRAPHY	37-38
POSSESSION OF DRUGS	27-28
POSSESSION OF STOLEN PROPERTY	29-30
PRANKS	37
PROBATION (Local and District-Wide)	40-41
PROFANITY, CURSING, OBSCENITY and/or DEROGATORY LANGUAGE	37-38
RECKLESS VEHICLE USE	41
REFUSAL TO FOLLOW INSTRUCTIONS OF ADMINISTRATORS/FACULTY/STAFF	35
REPEATED VIOLATIONS	40
RIOT or CHAOS	37
ROBBERY	29-30
RUDE/DISRESPECTFUL BEHAVIOR	35
SENDING INAPPROPRIATE MESSAGES/PICTURES/VIDEOS (SEXTING)	24, 33
SEXUAL HARASSMENT/COMMENTS/FAVORS	42-43
SHOVING/PUSHING	31
SIMPLE BATTERY	31
SKIPPING CLASS/LEAVING THE SCHOOL CAMPUS WITHOUT AUTHORIZATION	36
SPITTING ON OTHERS	37
TAKING PICTURES/VIDEOS AT SCHOOL	24, 33, 71
TERRORISTIC THREATS (Threats to the School)	37
THEFT /STEALING (Actual or Attempted)	29-30
THREATS OR INTIMIDATION (Staff or Student)	30, 33-35
THROWING OBJECTS	44
TOBACCO (Cigarettes, Cigars, Chewing Tobacco, e- Cigarettes, Snuff, Tobacco Products)	24

TRESPASSING	41-42
UNSAFE ACTION	44
USE/UNDER THE INFLUENCE OF DRUGS	27-28
VANDALISM	29
VERBAL CONFRONTATION/PROVOCATION/ALTERCATION	30-31
WEAPONS	25-26

DEKALB COUNTY SCHOOL DISTRICT
2017-2018 CHARACTER TRAITS

"The final forming of a person's character lies in their own hands."

Anne Frank

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

Benefits of Character Education:

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

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

Respect, Responsibility & Caring
Modeling cornerstones of good character

Respect
Showing high regard for self, others and property

Responsibility
Being accountable for your own behavior

Honesty
Being truthful in word and action

Caring
Showing concern for the well-being of others

Justice and Fairness
Demonstrating impartial, unbiased and equitable treatment for all

Citizenship
Being an informed, responsible and caring participant in your community

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

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

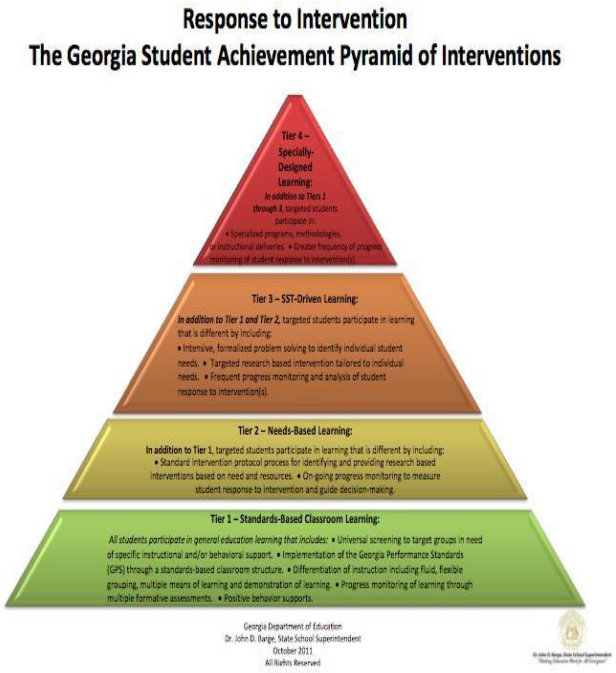
Hope
Believing you will be successful

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

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

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

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



Georgia Student Achievement Pyramid of Interventions
Figure A

MULTI-TIERED SYSTEMS OF SUPPORT WITH RESPONSE TO INTERVENTION (MTSS-RtI)

Multi-Tiered Systems of Support with Response to Intervention (RtI) is a learining process that matches general education classroom instruction to each student's learning needs by responding to a student's academic and/or behavior challenge with the appropriate classroom support. These specific techniques are called interventions. When applying the interventions, check points, including the use of stardardized test results, data collection charts and/or classroom observation, provide the ability to measure the student's success by monitoring their progress.

Interventions are types of instruction targeted to meet the learning and/or behavioral needs of a student. Interventions are in addition to the general classroom instruction. These added learning tools are well researched and evidence-based to deliver specific instructional strategies and techniques. Students typically participate in interventions during electives, connections, or other times within the school day.

Monitoring the progress of students in Georgia using RtI is done through a four-tier instructional support process called the Georgia Student Achievement Pyramid of Interventions. (Figure A). Delivery of interventions at each tier are based on the student's success in meeting the Georgia Standards of Excellence (GSE). The intensity of intervention supports increase at each tier of the MTSS framework. The framework is intended to be fluid, meaning that as students make progress they may move to less intense supports on lower tiers or return to Tier 1 Core Instruction. There are several types of instructional activities and strategies available to layer the learning techniques and tools used to improve a student's learning.

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

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

Students benefit from MTSS-RtI because schools will know which students are in need of additonal supports to meet the Georgia Standards of Excellence by measuring student achievement in a consistent and frequent process instead of waiting for the student to fail on the end of the year assessment then providing support the following school year. Within the MTSS-RtI, the school works proactively to provide interventions to help students reach academic and behavioral success. Once the student begins to improve performance in the general classroom, the need for continued interventions will be determined by the results of the most recent check point through progress monitoring.

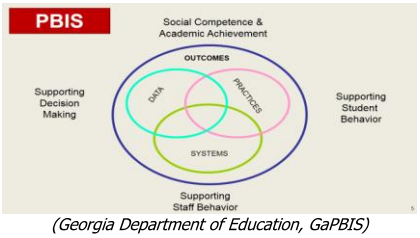
Parents can help with the MTSS-RtI process by actively participating in your child's education and being a partner in the success of the teaching and learning in school. Parents can also read the Georgia Standards of Excellence for your child's grade or course by going to the parent page of www.GeorgiaStandards.org,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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school's sense of safety and support improved academic outcomes. More than 22,000 U.S. schools are implementing PBIS and saving countless instructional hours otherwise lost to discipline. The premise of PBIS is that continual teaching, combined with acknowledgement or feedback of positive student behavior will reduce unnecessary discipline and promote a climate of greater productivity, safety and learning. PBIS schools apply a multi-tiered approach to prevention, using disciplinary data and principles of behavior analysis to develop school-wide, targeted and individualized interventions and supports to improve school climate for all students. (OSEP Technical Assistance Center on Positive Behavior Interventions & Supports, 2009)

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

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



(Georgia Department of Education, GaPBIS)

RESTORATIVE PRACTICES

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

The use of restorative practices helps to:

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



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

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

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

Wachtel, Ted. "Defining Restorative". International Institute for Restorative Practices. Retrieved 11 July 2012.

BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES

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

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

Each violation in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* is followed by a box similar to the one below. The minimum and maximum consequences for each violation are indicated. **Exceptional Education Student procedures must apply.**

LEVEL 1	**Teacher selected strategies should be** used for minor acts of student misconduct. Teachers should keep a written record of the violation and **strategies** used to address the behavior. If a Level 1 violation repeatedly or substantially interferes with the learning environment, it may be elevated to a higher level **after teacher selected strategies have been utilized**. Necessary strategies and positive behavioral interventions and supports will be provided through the MTSS-RtI process **at Tier 1 (pages 12-13).** ***Examples of behaviors that impact only the student*** ▪ Calling out in class ▪ Inappropriate Noise ▪ Chewing gum ▪ Tapping pencils ▪ Writing on self ▪ Playing with toys in class ▪ Writing on desk ▪ Not in seat ▪ Not prepared for class ▪ Sidebar conversations ▪ Off-tasks behaviors ▪ Drawing instead of working ▪ Tardy to class ▪ Criticizing teacher one on one ▪ Whining ▪ Wearing a hat in school ▪ Giving "attitude", rolling eyes, heavy sighs, sucking teeth ▪ Eating food when not allowed **Strategies for Managing Behaviors: Conference with student and other individuals as needed; Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; and Pre-teaching of expectations.** **Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privilege; Reflection sheet; Moving seat; Parent contact; Reinforcement of appropriate behaviors; De-escalation strategies; and Redirect behavior. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

LEVEL 2	Level 2 violations include infractions which are more severe in nature than Level 1 and interfere with classroom instruction and/or orderly operation at school or on the bus. These violations include minor misconduct and misbehaviors directed against persons or property but do not seriously endanger the health, safety, and well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the Response to Intervention process **at Tier 1. Certain level 2 violations might result in Tier 2 or Tier 3 intervention supports if safety concerns for the student or others are present (pages 12-13).** Certain Level 2 violations may be elevated to Level 3 violations or higher based on the severity or context of the misconduct if this behavior jeopardizes the health, safety, or well-being of others. ***Examples of behaviors that interfere with the learning of others:*** ▪ Touching ▪ Poking ▪ Standing on furniture ▪ Constant talking ▪ Out of seat and interfering with others learning ▪ Inappropriate chair manners ▪ Consistently not following directions ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Running away and leaving the classroom ▪ Throwing items in classroom ▪ Disrespectful language to adult (i.e. I hate you, you suck, this sucks, I'm Done!) ▪ Yelling at teacher ▪ Moving or kicking furniture in an angry way/tantrum ▪ Bus misbehavior ▪ Gambling **Strategies for Managing Behaviors: Build relationships that support academic achievement; Discussion about expectations; Review classroom procedures and expectations; Eye contact; Proximity; High levels of supervision; Verbal warning; Pre-teaching of expectations; Mentoring; Consultation with grade level teams/school counselor/school psychologist for classroom/individual behavior management ideas; Restorative practices; Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate.** **Disciplinary Options may include: Time out in room; Time away in buddy classroom; Loss of privileges; Reflection sheet; Moving seat; Parent conference; Reinforcement of appropriate behaviors; De-escalation strategies; Redirect behavior; Behavior Contract; In-School Suspension; Restorative justice; and problem solving with your grade level team. Corrective Strategies should be used to manage additional behaviors with the involvement of the student, parent, teacher, or other internal supports. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**
LEVEL 3	Level 3 violations include infractions which are more severe in nature than Level 2 and interfere with the orderly operation of the classroom, school, or bus. These violations include repeated, unrelated acts or misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize the health, safety, or well-being of others. Necessary strategies and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process **at Tier 1. Certain Level 3 offenses may be elevated to Tier 2 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 3 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 12-13).** If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity. Certain Level 3 violations may be elevated to Level 4 violations or higher based on the severity or context of the misconduct if it seriously disrupts the school environment, or presents threats to health, safety, or property.

	Examples of behaviors that affect an orderly environment: ▪ Any level 1 or 2 that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ Pushing ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Conduct outside of school hours or away from school ▪ Unsafe action **Strategies for Managing Behaviors: Behavior Contract; Detention; In-School Intervention; Mediation; Mentoring; Discipline Warning Letter to Parents; Referral Process; Restorative Practice; Shadowing; Substance Abuse Education; and Violence Education.** **Disciplinary Options may include: In-School Suspension for 1-3 days with Instructional Module. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**
LEVEL 4	Level 4 violations include infractions, which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety, or property. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process. **Certain Level 4 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 4 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 12-13)**. If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity **(pages 12-13).** Certain Level 4 violations may be elevated to Level 5 violations or higher based on the severity or context of the misconduct. ***Examples of behaviors that affect an orderly environment:*** ▪ Any level 1, 2 or 3 behavior that takes excessive teacher time and takes away from student learning. ▪ Talking back to adult ▪ Throwing items in classroom at others ▪ Lying ▪ Cheating ▪ Forgery ▪ Fighting (Simple Battery) ▪ Inappropriate language ▪ School disturbance ▪ Bullying, Harassment, Hazing ▪ Disrespect to peers/adults ▪ Leaving room without permission ▪ Banging on window ▪ Vandalizing school property ▪ Unauthorized electronic device usage including but not limited to cell phones and I-pods ▪ Conduct outside of school hours or away from school ▪ Unsafe action

	Disciplinary Options may include: Targeted Behavioral Contract. Consequence: Out-of-School Suspension for 1-5 days. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.
LEVEL 5	Level 5 violations include infractions which are serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety, or property. Student will be placed on a mandatory Probationary Contract which if the student is found in violation of the contract, may result in expulsion. Necessary interventions and positive behavioral interventions and supports will be provided and documented through the MTSS-RtI process**. Certain Level 5 offenses may be elevated to Tier 2 or Tier 3 of the MTSS-RtI framework provided that Tier 1 supports have been completed and documented with fidelity. In addition, certain Level 5 offenses may be elevated to Tier 2 or Tier 3 intervention supports if safety concerns are present for the student or others (pages 12-13).** If students have accumulated 2-4 out of school suspensions or an accumulation of 5 or more out of school suspension days, a Tier 2 behavior support plan should be created, implemented, and documented with fidelity. If the student accumulates 5 or more suspensions, a Tier 3 plan should be created, implemented, and documented with fidelity **(pages 12-13).** Certain Level 5 violations may be elevated to Level 6 violations or higher based on the severity or context of the misconduct. ***Examples of Harmful and Illegal Behaviors:*** ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Stealing ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Disciplinary Options must include: School-based review of previous strategies and interventions implemented; Participation in GRIP Program (Gaining Results Intervention/Prevention) and/or POINTS Program (Providing Optional Intervention Needed To Succeed).** **Consequence: Suspension for 6-10 days with a Probationary Contract. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**
LEVEL 6	Level 6 violations include infractions which are of a serious and aggravated nature such that the **student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing** that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 6 violations, which may result in state criminal proceedings being initiated against the student accused of a Level 6 violation. Certain Level 6 violations may be elevated to Level 7 violations or higher based on the severity or context of the misconduct. Level 6 infractions should be met with Tier 3 intervention supports through MTSS-RtI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 12-13)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing

	▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Long-Term Suspension. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**
LEVEL 7	Level 7 violations include infractions which are of a serious and aggravated nature such that the student shall be removed from class and will be subject to a required 10-day suspension served by the student and a District due process hearing that may result in additional consequences, to include, but not limited to, additional suspension, in-school suspension, social restriction, community service and assignment to an identified program or alternative school, but to continue beyond the current semester. The student may be excluded from ALL units of the District for a specified period of time through permanent expulsion if applicable. The Department of Public Safety, Social Worker, and other outside law enforcement or other agencies may investigate Level 7 violations, which may result in state criminal proceedings being initiated against the student accused of a Level 7 violation. Level 7 infractions should be met with Tier 3 intervention supports through MTSS-RtI framework upon the student's return from suspension. At the re-entry conference, a Tier 3 behavior intervention plan should be created. The plan should then be implemented and documented with fidelity **(pages 12-13)**. ***Examples of Harmful and Illegal Behaviors:*** ▪ Actions that cause harm ▪ Intentional/Unintentional Violence against school employees ▪ Stealing ▪ Fighting (Simple Battery) ▪ Battery ▪ Aggravated Assault ▪ Aggravated Battery ▪ Bystander Battery ▪ Drugs ▪ Weapons ▪ School disturbance ▪ Biting ▪ Bullying, Harassment, Hazing ▪ Throwing furniture or other objects ▪ Threatening to do injury to person or property ▪ Sexual harassment ▪ Sexual behaviors ▪ Alcohol **Consequence: Expulsion. Exceptional education student procedures must apply. For students with an Individual Education Plan (IEP) or 504 Plan, see pages 79-85.**

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

ELEMENTARY MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
9-Unexcused Absences/Truancy	Follow Attendance Protocol on page 36. **Students will NOT be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●				
12-School Disturbance			●	●	●			Incident Report	SRO as appropriate
13-Profanity/Obscenity	●	●	●	●	●				
14-Failure to Accept Disciplinary Action		●	●	●	●				
15-Chronic Tardiness	Follow Attendance Protocol on page 38. **Students will NOT be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●				
17-Conduct Outside School Hours/Away From School **Contact Student Relations Prior to Submitting Charge**				●	●				Student Relations
18-Gambling		●	●	●	●				
19-Repeated Violations									
19a-Repeated Violations/Chronic Misbehavior			●	●	●			Resource Referral	
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract	
20-Parking/Traffic Violations	■	■	■	■	■	■	■		
21-Loitering/Trespassing/Breaking and Entering	●	●	●	●	●				
22-Providing False Information	●	●	●	●	●				
23-Inappropriate Bodily Contact of a Sexual Nature/Sexual Misconduct/Sexual Harassment			●	●	●				SRO/ For guidance, contact the Social Worker
24-Student Identification Card Violation	●	●	●						
25-Dress Code Violation	Follow Dress Code Protocol on page 43-44.								
26-Unsafe Action					●	●	●		Student Relations

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

MIDDLE/HIGH MATRIX	Level of Consequences							Report	School Official to Contact
Offense/Violation	**1**	**2**	**3**	**4**	**5**	**6**	**7**		
9-Unexcused Absences/Truancy	Follow Attendance Protocol on page 36. **Students will NOT be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
10-Skipping Class/Required Activities	●	●	●	●	●				For guidance, contact the Social Worker
11-Classroom Disturbance		●	●	●	●	●	●		
12-School Disturbance			●	●	●	●	●	Incident Report	SRO as appropriate
13-Profanity/Obscenity		●	●	●	●	●	●		
14-Failure to Accept Disciplinary Action		●	●	●	●	●	●		
15-Chronic Tardiness	Follow Attendance Protocol on page 38. **Students will NOT be suspended for attendance-related infractions.**							Attendance contract, Social Worker referral, Referral to Juvenile Court, Solicitor-General's Office, DFACS	For guidance, contact the Social Worker
16-Bus Misbehavior	●	●	●	●	●	●	●		
17-Conduct Outside School Hours/Away From School **Contact Student Relations Prior to Submitting Violation**					●	●	●		Student Relations
18-Gambling		●	●	●	●	●	●		
19a-Repeated Violations/Chronic Misbehavior			●	●	●	●	●	Resource Referral	
19b-Violation of Local School/District-Wide			●	●	●	●	●	Probation Contract	
20-Parking/Traffic Violations		●	●	●	●	●	●		
21-Loitering/Trespassing/Breaking and Entering		●	●	●	●	●	●		
22-Providing False Information		●	●	●	●	●	●		
23-Inappropriate Bodily Contact of a Sexual Nature/Sexual Misconduct/Sexual Harassment		●	●	●	●	●	●		SRO/ For guidance, contact the Social Worker
24-Student Identification Card Violation	●	●	●	●	●				
25-Dress Code Violation	Follow Dress Code Protocol on page 43-44.								
26-Unsafe Action					●	●	●		Student Relations

OFFENSES AND CONSEQUENCES

1. A. TOBACCO AND OTHER TOBACCO PRODUCTS

Students will not possess or use any tobacco products (cigarettes, cigars, chewing tobacco, snuff, etc.), including electronic cigarettes, vapors or similar products on school property or on a school bus or at any school event away from school. **No student, staff member or school visitor is permitted to use any tobacco product or electronic cigarettes, vapors or similar products at any time on any School District owned/leased property or at any school event, including during non-school hours, 24 hours a day, seven days per week (Board Policy JCDAA).**

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 47-48)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

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

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

Students will not use any electronic communication device, including but not limited to, pagers, beepers, cellular phones, smart phones, walkie-talkies, and similar devices during instructional time **(except for approved instructional purposes)** or on school buses. The instructional day includes, but is not limited to, lunch periods, class changes, study halls, and any other structured or non-structured instructional activity that occurs during the normal school day. At all other times, all devices must be turned off (not on vibrate). The devices should not be heard or visible. **Students who violate this section will have their device confiscated and returned only to the parent/guardian.**

STUDENTS MUST NEVER SEND THREATENING/INAPPROPRIATE MESSAGES, PICTURES AND/OR VIDEOS USING ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME. GO TO http://www.dekalb.k12.ga.us/bullying-harassment-hazing-awareness FOR FURTHER INFORMATION ON CYBERBULLYING.

STUDENT MUST NOT WEAR HEADPHONES WITH OR WITHOUT ELECTRONIC DEVICES DURING INSTRUCTION TIME UNLESS USED FOR APPROVED MEDICAL OR INSTRUCTIONAL PURPOSES ONLY.

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 47-48)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

3. WEAPONS, EXPLOSIVES, HAZARDOUS OBJECTS AND OTHER DEVICES

NOTE: Weapons present an immediate and real danger to students, faculty and staff, and can also damage the learning climate and reputation of a school. Federal law (Gun-Free School Zone Act) states that school districts must have a policy requiring the expulsion of a student from school for at least one calendar year for possession of or for bringing a firearm to school, school-sponsored function, on school property or school buses.

A. Students will not possess, use, or handle any weapon or any other tool, hazardous object or instrument capable of inflicting bodily injury as a weapon. The terms "weapons," "tools," "hazardous objects" or "instruments" will include, but are not limited to, the following items: any loaded, unloaded, operable or inoperable firearm (e.g., pistol, blank pistol, signal pistol, starter pistol, revolver, rifle, shotgun, stun-gun, pellet or BB gun, paintball gun, or look-alike firearms, any knife of any size (e.g., Bowie, Dirk, lock-blade, hunting, pen, pocket, switchblade, utility, etc.); any razor (e.g., straight, regular, retractable, double-sided, etc.); any defensive device (e.g., gas repellent, mace, stun-gun, chemical sprays, etc.); any martial arts device (e.g., throwing star, nunchaku, dart, etc.); or any tool or instrument which school staff could reasonably conclude violates the intent of this offense section, which, by way of illustration shall include, but is not limited to, blackjack, chain, club, metal/brass or any artificial knuckles, night stick, pipe, rings, studded/pointed/ sharpened bracelets or other similar jewelry, ax handles, ice pick, etc. A student will not supply, possess, handle, use, threaten to use, or transmit any explosive device or item that ejects or releases a spray, foam, gas, spark, fire, smoke, odor, etc. Such devices or items will include, but are not limited to, bullets, ammunition of any type, fireworks of any type and size, smoke bomb, paint bomb, stink bomb, any type of homemade bomb, or items which by virtue of shape or design gives the appearance of any of the aforementioned (e.g., fake bombs, firework fuses, etc.), or gasoline, kerosene, explosive or corrosive chemicals, or any explosive aids, devices, or caps.

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

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

Minimum: Level 1 - Conference
Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

Minimum: **Level 1 - Conference**
Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Maximum: **Level 6 – Long-Term Suspension**
A required 10-day suspension must be served and a District due process hearing held for Level 6-7.

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

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

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

A. Intentional Physical Violence Not Causing Physical Harm/Injury

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:

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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

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

B. Intentional Physical Violence Causing Physical Harm

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

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

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

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

5. ALCOHOL, DRUGS, AND OTHER SUBSTANCES*

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

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

A. Intent/Attempt/Sell/Distribution of Drugs

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

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

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

B. Possession/Use/Under the Influence of Drugs

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

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

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

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

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

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

Prescribed Medications
The parent of a student who has to use a prescribed medication at school must consult the school administrator and follow the appropriate School District procedures, including required medication documentation. School approval must be given prior to the student possessing or using any medication.

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

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

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

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

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

6. PROPERTY

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

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

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

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

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

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

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

A. Assault

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

NOTE: Threatening witnesses may result in expulsion.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

B. Simple Battery/Fighting/Hitting

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

C. Battery

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

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

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

D. Aggravated Assault

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

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

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

E. Aggravated Battery

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

ELEMENTARY MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:

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

F. Bystander Battery

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum Level 5 – Suspension of 6-10 days with a contract

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

G. Bullying/Harassment/Hazing

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

Bullying

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

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

Examples of hazing include but are not limited to:

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

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

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

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

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

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

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

Please refer to Offense #17 for cyberbullying violations that occur away from school or after school hours. It should be noted that bullying does not involve actions that are solely the result of a mutual conflict. Please refer to other offense codes for violations that do not constitute bullying. For more information on bullying, harassment and hazing violations, please see pages 62, 66-69, 71, 89-90.

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 47-48)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

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

A. Rude or Disrespectful Behavior

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

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Intervention(s) (see pages 42-43)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

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

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

ELEMENTARY/MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 47-48)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

9. UNEXCUSED ABSENCES AND/OR TRUANCY

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

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

NOTE: State law provides that any parent/guardian who does not comply with compulsory attendance mandates (O.C.G.A § 20-2-690.1) shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine not less than $25.00 and not greater than 100.00, imprisonment not to exceed 30

days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day of absence from school in violation of this section after the child's school system notifies the parent/guardian of five unexcused days of absence shall constitute a separate offense. State law also requires students 16-17 years of age to have written permission from their parent or guardian to withdraw/drop out of school (O.C.G.A. § 20-2-690.1).

The following applies to all unexcused absences:

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

NOTE: Students <u>WILL NOT</u> be suspended for attendance-related infractions <u>only</u>.

Poor attendance can keep children from reading proficiently by the end of third grade, which is shown to negatively affect their chances of graduating on time. ~American Graduate

10. SKIPPING CLASS OR REQUIRED ACTIVITIES

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

The following applies to all skips:

Number of Skips	**School Action Per Occurrence* *The Attendance Protocol/Consequences are subject to change at any time.**
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 ten (10) days ISS, alternative school/program placement, or comparable consequence.

NOTE: Students <u>WILL NOT</u> receive out-of-school suspension 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 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

12. SCHOOL DISTURBANCE

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

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

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

13. PROFANITY/OBSCENITY

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

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

14. FAILURE TO ACCEPT DISCIPLINARY ACTION

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

ELEMENTARY SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 – Suspension of 6-10 days with a contract

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

15. CHRONIC TARDINESS

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

The following applies to all unexcused tardies:

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

NOTE: Students <u>WILL NOT</u> receive out-of-school suspension for attendance-related infractions <u>only.</u>

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

16. BUS MISBEHAVIOR

NOTE: See Bus/Bus Stop Rules and Bus Matrix (pages 45-46)

Students will not engage in behavior that includes, but is not limited to, any behavior that disrupts or distracts a bus driver, or causes a dangerous situation for a bus driver and/or students, or that disturbs the orderly operation of a bus, or that creates a dangerous situation for vehicles operating near a bus. Prohibited bus behaviors also include the use of any electronic devices during the operation of a school bus, including but not limited to cell phones, pagers, audible radios, tape, compact disc players, or similar devices without headphones; or the use of any other electronic device in a manner that might interfere with the school bus communication equipment or the school bus driver's operation of the school bus. Prohibited bus behaviors also include the use of mirrors, lasers, flash cameras, or any other lights or reflective devices in a manner that might interfere with the school bus driver's operation of the school bus. Violations that occur involving the school bus and/or incidents that occur while students are on the way to school (bus stop/neighborhood) or returning from school (bus stop/neighborhood) may result in direct intervention by the school. (See Bus Referral Matrix Page 46)

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 47-48)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 1 - Conference**
	Level 2 - Strategies (see pages 47-48)
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

17. CONDUCT OUTSIDE OF SCHOOL HOURS OR AWAY FROM SCHOOL

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

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

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

NOTE: A student attempting to enroll/re-enroll into school who is or may be criminally charged with a felony or a designated felony as defined by O.C.G.A. § 15-11-63 must be referred directly to the Department of Student Relations and subject to the Student Placement Protocol as described on pages 54.

18. GAMBLING

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

ELEMENTARY INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
Maximum:	**Level 5 – Suspension of 6-10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

19. REPEATED VIOLATIONS/CHRONIC MISBEHAVIOR/VIOLATION OF PROBATION

A. Repeated Violations/Chronic Misbehavior

Students will not engage in behavior that repeatedly or chronically disrupts or disturbs the educational process, the orderly operation of school, school activities, school buses, or other school operations that constitutes a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook*. Before a student may be charged with such a violation, the student must be warned of possible consequences and have three documented referrals including, but not limited to a school counselor, school social worker, and/or other appropriate resource personnel. In addition, the parents/guardian must be contacted about the misbehavior, be given an opportunity to observe their child in school, and be given an opportunity to participate in developing a student discipline correction plan.

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

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

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

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

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

20. PARKING AND TRAFFIC VIOLATIONS

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

HIGH SCHOOL INITIATED CONSEQUENCES:	
Minimum:	**Level 2 - Strategies (see pages 47-48)**
	Level 3 - In-School Suspension of 1-3 days
	Level 4 - Suspension 1-5 days
	Level 5 – Suspension of 6-10 days with a contract
	Level 6 – Long-Term Suspension
Maximum:	**Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.	

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

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

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

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

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: **Level 1 - Conference**
Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: **Level 5 - Suspension of 6 - 10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: **Level 2 - Strategies (see pages 47-48)**
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

22. PROVIDING FALSE INFORMATION

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

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: **Level 1 - Conference**
Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: **Level 5 - Suspension of 6 -10 days with a contract**

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: **Level 2 - Strategies (see pages 47-48)**
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 6-10 days with a contract
Level 6 – Long-Term Suspension
Maximum: **Level 7 – Expulsion**
A required 10-day suspension must be served and a due process hearing held for Level 6-7.

23. INAPPROPRIATE BODILY CONTACT OF A SEXUAL NATURE/SEXUAL BEHAVIOR; SEXUAL MISCONDUCT; SEXUAL HARASSMENT

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

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

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Level 5 – Suspension of 10 days with a contract
Level 6 – Long-Term Suspension
Maximum: Level 7 – Expulsion

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

24. STUDENT IDENTIFICATION CARD VIOLATION

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

ELEMENTARY INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Strategies (see pages 47-48)
Maximum: Level 3 - In-School Suspension of 1-3 days

MIDDLE/HIGH SCHOOL INITIATED CONSEQUENCES:
Minimum: Level 1 - Conference
Level 2 - Strategies (see pages 47-48)
Level 3 - In-School Suspension of 1-3 days
Level 4 - Suspension 1-5 days
Maximum: Level 5 - Suspension of 6 - 10 days with a contract

25. STUDENT DRESS CODE VIOLATION

Students will not dress inappropriately on school grounds or at school events. **ALL** students are expected to dress appropriately and to adhere to the student dress code found on page 75-76 of this handbook and any additional requirements listed in local school regulations.

The following penalties apply to <u>ALL</u> 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 ten (10) days ISS, local probation and/or parent attends classes with student in lieu of ISS. Chronic violation of this expectation will result in the charge of #19a – Repeated Violation of School Rules - and a possible referral to an alternative setting upon being found in violation by a preponderance of evidence at the District due process hearing.

26. UNSAFE ACTION

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

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

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

BUS AND BUS STOP RULES

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

AT THE BUS STOP

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

WHEN THE BUS ARRIVES

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

ON THE BUS

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

LEAVING THE BUS

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

Violations that occur involving the school bus and/or incidents that occur while students are on the way to or returning from school, whether at the bus stop or in the surrounding neighborhood may result in direct intervention by the school. (See Bus Matrix, on the following page 46)

BUS REFERRAL MATRIX FOR SECONDARY STUDENTS

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

***O.C.G.A**. § **20-2-751.4**

Consequences for Levels 1, 2, 3, & 4 are bus specific and do not include a school suspension.
Consequences for Levels 5, 6 & 7 require a bus suspension and a school suspension.

EXPLANATION OF BEHAVIORAL STRATEGIES, DISCIPLINARY OPTIONS, AND CONSEQUENCES

SCHOOL- INITIATED CONSEQUENCES

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

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

Staff members may conduct a conference among any combination of the following:
Teacher/Student
Teacher/Parent
Teacher/Counselor
Teacher/Student/Administrator
Teacher/Student/Counselor/Parent
Administrator/Student
Administrator/Parent
Telephone Conference with Administrator/Parent
Telephone Conference with Teacher/Parent
Other parties as deemed necessary

Level 2 **Strategies:** ALL strategies should be age appropriate and behavior specific.
Build relationships that support academic achievement
Discussion about expectations; Review classroom procedures and expectations
Eye contact
Proximity; High levels of supervision
Verbal warning; Pre-teaching of expectations
Mentoring
Consultation with grade level teams/school counselor/school psychologist/case manager for students with disabilities for classroom/individual behavior management ideas
Restorative practices
Teach Pro-Social behaviors; and Use of safe place for students to retreat to help self-regulate

Level 3 **Strategies:** ALL strategies should be age appropriate and behavior specific**.**
*Programs may be available based upon DeKalb County School District budgetary mandates.

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

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

ADDITIONAL STRATEGIES - SCHOOL DETERMINES USE

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

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

SCHOOL- INITIATED CONSEQUENCES

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

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

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

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

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

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

DEFINITIONS OF TYPES OF DISCIPLINE

IN-SCHOOL SUSPENSION

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

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

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

OUT-OF-SCHOOL SUSPENSION

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

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

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

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

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

EXPULSION

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

A student who has been expelled six months or more may not attend any DeKalb County school, but may apply for re-admission after six months.

ALTERNATIVE SCHOOL

A student who is removed from his/her local school for more than ten (10) school days may be assigned to an alternative school for instruction, academic support, and counseling. Alternative school enables a student to take academic classes that allow the student to keep up with the course credit requirements toward graduation. **The student must attend and successfully complete his/her alternative school assignment and may not return to his/her local school or any other school or attend any extracurricular activities while attending an alternative school pursuant to a long-term suspension or expulsion.**

Students cannot withdraw/leave the DeKalb County School District to circumvent an assignment to an alternative school. Students who are assigned to an alternative school must attend and successfully complete that program before returning to the designated local school. Students who leave the School District and return at a later date will automatically be assigned to an alternative school to complete the original assignment unless the student was enrolled in a comparable alternative setting as approved by the Superintendent or Designee. Also, the student may be allowed to return to his/her previous school on an early re-admission upon the decision of the hearing officer.

PROBATION
"Probation" means that a student is placed on a trial period during which the student is expected to maintain good behavior. A student found by a preponderance of evidence to be in violation of certain offenses may be placed on probation by a school administrator, Hearing Officer, the Disciplinary Action Review Committee, or the Board of Education. Violation of a local school or School District rule while on probation may result in further disciplinary action, including a possible referral to a District due process hearing. A student placed on district-wide probation may be subject to further disciplinary action up to expulsion.

RESTRICTIONS ON SCHOOL ACTIVITIES
Students who are suspended or expelled will not be allowed to participate in any school-sponsored activities, including the prom or graduation exercises if these occur during the period of suspension or expulsion. A parent or guardian may, for good cause, petition the school principal for permission for the student to participate in school-sponsored activities. If denied permission by the principal, the parent or guardian may appeal to the appropriate Regional Superintendent. If denied by the Regional Superintendent, the parent or guardian may appeal to the Disciplinary Action Review Committee for the final decision.

ACCESSORY
Based on a preponderance of evidence, a student may be found to be an accessory to a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* if the student assists, plans, participates, advises, incites, counsels, and/or encourages other individuals to violate the *Code of Student Conduct*. A student accessory is subject to the same penalties as the students who are actively involved in committing such offenses.

SELF-DEFENSE
A student's use or attempted use of force may be justified if the student reasonably believed the force was necessary to protect the student or another person against the immediate use of unlawful force and School District personnel were not in the immediate area to intervene. However, the student must not use more force than appears reasonably necessary in the circumstances. Self-defense is not available as a defense where the use of force continued after staff intervention. *When there is sufficient evidence that a student reasonably believed that force was necessary to protect the student from another student, then the School District is required to disprove a self-defense claim. The School District must affirmatively disprove a self-defense claim.* If self-defense is accepted as a valid defense under the circumstances, the student is found not in violation by a preponderance of evidence and no punishment is imposed for that offense.

RESTROOMS AND LOCKERS
All offenses listed in this *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* apply to student behavior in school restrooms and locker rooms. Students are expected to help keep restrooms clean and safe. Also, students are expected to report disruptive, unsafe, and/or unclean conditions in restrooms to an administrator.

No cell phones, camcorders, video recorders, or cameras are allowed in locker rooms. It should be noted that no one is allowed to take pictures or video of other persons in any area of the school without the express permission of the principal.

STUDENT DISCIPLINE PROCEDURES
Students are entitled to certain due process measures before being suspended/expelled from public school. The extent of the procedural protections depends on how long the suspension/expulsion from school will last. **For example, for suspensions of ten school days or less, the United States Supreme Court has held that only minimal due process is required**.

The DeKalb County School District has adopted a set of procedural safeguards that afford students greater due process than the law requires. The procedures are described in the following sections.

SCHOOL ADMINISTRATIVE DUE PROCESS FOR SUSPENSION

School administrative due process for suspension is held before a student is given in-school suspension, out-of-school suspension, or bus suspension up to ten (10) days or other appropriate consequences. If the violation warrants further suspension beyond the ten (10) days, it must be referred by the school principal with a recommendation for long-term suspension or expulsion.

At the school administrative due process for suspension meeting, the student is informed verbally of the offense with which he/she is charged, who made the charge(s), who witnessed the offense, and what disciplinary action is proposed to be taken. The student is provided with an opportunity to tell his/her side of the story. The student's parent/guardian will be contacted if disciplinary action is taken. Witnesses (when applicable) are asked to submit written accounts of the incident as soon as possible after the incident.

DISCIPLINE TEAM MEETING (DTM)

When a Principal recommends a long-term out of school suspension/expulsion, and the disciplinary hearing may potentially be waived, a Discipline Team Meeting (DTM), which consists of the principal/designee, the student behavioral specialist and/or another representative from the system office of student discipline, and the parent/guardian, will be offered to the parent/guardian within 5 school days of the first day of suspension. The student may be invited where practicable. The principal/designee will notify the office of the Student Support Team Coordinator, or Superintendent's designee, as soon as practicable after the investigation of the occurrence. The principal/designee should furnish the following documents to the Student Support Team Coordinator or Superintendent's designee, before or at the time of the Discipline Team Meeting DTM: witness/student statements; a current copy of the student's permanent record; a copy of the student's test record card; current status of the student's academic and conduct grades in all classes (progress reports); days present and absent (excused and unexcused absences); number of tardies and class cuts; detention assignments with reasons; anecdotal report citing discipline, attendance and academic records, and interventions offered at the local school including SST referral, counseling sessions and parent/guardian conferences with dates, reasons, and results; copy of police report; special education, Section 504 or SST status (active enrollment or referral for any of these programs); SST reports; copy of the currently approved suspension letter that includes the school administrations' recommendation for consequences, and any other information or evidence relevant to the incident.

The purpose of this meeting is for the team to discuss the investigation completed by the school, the discipline procedures afforded, and any information provided by the student and/or the parent/guardian. As this is a parent conference, the student's or parents' legal counsel may not attend. The Student Support Team Coordinator and/or another representative from the district office of student discipline may set a reasonable time limit for the DTM, and may end the DTM if it is evident that resolution is not imminent. If the parent/guardian and school are able to reach an agreement about the disciplinary outcome and the parent/ guardian waives the hearing in writing, then the hearing will be canceled. If the parent/ guardian disagrees with the disciplinary outcome and the end result of the DTM, or the parent/guardian does not attend the DTM, then the hearing will proceed as scheduled. Discipline Team Meetings can be conducted using various modes of communication. If the DTM does not occur or does not occur as discussed in this Code, the hearing will proceed as scheduled.

DISTRICT DUE PROCESS HEARING

District due process hearings are conducted by a Hearing Officer who hears evidence concerning charges of student misconduct, which, if proven, may require punishment greater than a ten school-day suspension. The Hearing Officers are appointed by the Superintendent and have no prior knowledge of the charges.

When a school principal recommends a student to the District due process hearing, the recommendation is reviewed by the appropriate Hearing Officer, who decides whether to hold a hearing. All hearings must be held no later than ten school days after the disciplinary action or school-initiated arrest by a School Resource Officer (SRO) unless the School District and parents/guardians mutually agree to an extension. If a hearing is to be held, the student and parent/guardian will be provided verbal and written notice of the date, time and place of the hearing, charges and a list of possible witnesses.

District due process hearings are confidential and not open to the public. The student, his/her parent or guardian or a parent representative with written parent permission, and their witnesses may attend the hearing, but other relatives or friends of the student will not be allowed to attend. The proceedings are recorded electronically. 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 discipline ranging from sending the accused back to school on probation to expulsion from the School District. Parents/guardians may contact the office the next school day to receive the decision. A letter will be sent to the student's parent/guardian within ten days after the hearing is held. The student's parent/guardian may appeal the Hearing Officer's decision to the Board of Education by submitting a written request to the Superintendent of DeKalb County School District at **5823 Memorial Drive, Stone Mountain, Georgia, 30083.** This request must be made within twenty (20) calendar days from the date the decision is rendered.

APPEAL TO DEKALB BOARD OF EDUCATION

Appeal requests must be in writing and submitted to the Superintendent within twenty (20) calendar days from the decision of the Hearing Officer. The written notice of appeal must set forth the reasons, together with any supporting arguments, as to why the Hearing Officer's decision is alleged to be incorrect. The notice must further specify what portion or portions of the record support the appellant's contentions. No new evidence will be allowed.

The DeKalb Board of Education will review the record and shall render the decision in writing within ten (10) work days from the date the request for appeal is received. The decision of the DeKalb Board of Education will be based solely on the record created during the District due process hearing. The DeKalb Board of Education will not consider any new evidence or hear any oral arguments; however, written arguments concerning the merits of the appeal may be submitted. The DeKalb Board of Education has the power to affirm, reverse, or modify the Hearing Officer's decision. The DeKalb Board of Education's decision will be final, unless an appeal is made to the State Board of Education within thirty (30) calendar days of the DeKalb Board of Education's decision. The contents of this notice of appeal and the procedure to be followed before the State Board of Education of Georgia are specified in O.C.G.A. § 20-2-1160.

A transcript of the District due process hearing will be made only if there is an appeal. The student's parent/guardian or attorney may request an audio copy of the hearing at the Department of Student Relations or may order a copy of a written transcript at their own expense.

DISTRICT DUE PROCESS WAIVER

A parent/guardian and student may choose to waive their District due process hearing and accept the appropriate consequences for the incident by completing and signing a District Due Process Hearing Waiver. By submitting this

waiver, the parent/guardian and student agree to the decision and waive any future challenges and appeals relative to that incident.

STUDENTS WITH DISABILITIES

The discipline procedures for special education students and students with disabilities covered under Section 504 are the same as above with the following additional steps:

1. The administrative staff should determine if the student was in possession of a weapon, possessed, used or sold drugs, or inflicted serious bodily injury to another person. If yes, proceed to A & B. If no, proceed to #2.

   A. The Special Education Director/Section 504 Chair is notified immediately of the above triggers.

   - Special Education/Section 504 Personnel investigate the situation and work with the local school.
   - A plan of action is developed.

   B. Special Education/504 Personnel will contact the local school if an emergency change in education location is needed.

2. The Special Education teacher(s), the IEP case manager or the Section 504 chairperson is notified of the occurrence.
3. If a disabled student is referred to a District due process hearing, a school administrator contacts the school's Lead Teacher for Special Education/Section 504 Chair to schedule a Manifestation/Determination meeting.
4. If it is determine that the behavior is not a manifestation for the disability, a recommendation is made by the school principal for a District due process hearing, subject to the education rights of the student under IDEA 2004. **If the behavior is a manifestation of the disability, any further placement decisions will be made by the IEP Review Committee or Section 504 Team.**

STUDENT PLACEMENT PROTOCOL FOR STUDENTS RETURNING AFTER INCARCERATION, DETENTION, OR OTHER SPECIAL CIRCUMSTANCES

Students who have been out of school due to incarceration or detention often need a period of transition before returning to their local school. Moreover, there may be circumstances in which a current student's presence at school may pose a serious and significant danger to the persons and/or property at the school. A protocol has been established for determining whether a student returning from a period of incarceration or detention due to alleged or adjudicated criminal conduct should be placed in an alternative school program or returned to the student's local school. The DeKalb County School District affords these students an opportunity to rebuild their academic and social skills so that the transition to their local school will go smoothly. The primary considerations in making this determination are the educational needs of the returning student and the safety of other students and staff.

In many cases, the conduct at issue is very serious, ranging from property offenses to serious sexual violations or weapon possession, or other violent acts. Students adjudicated for these offenses may be placed on a safety plan by the Department of Juvenile Justice (DJJ) or the Juvenile Court. These plans may impose certain restrictions on the returning student; for example, the student may not be allowed around children of a certain age, around the victim or children with the victim's profile, or may have to be supervised by an adult at all times.

In some cases, these students have been expelled or suspended from DeKalb or another school district or private school, and the term of suspension or expulsion has not yet been completed. This brings other questions into play, such as whether the student should be excluded altogether for the remainder of the expulsion or suspension or offered an alternative placement (O.C.G.A. § 20-2-751.2).

Before these students return to school, they will be referred to the Department of Student Relations. Department personnel will gather and review all appropriate information, including any information that the student's parents may wish to provide, and make a placement determination. The parents and student may be present for this review and may provide input. Attorneys will not be allowed to attend.

Parents who disagree with the placement determination made by the Department of Student Relations will have three school days following the determination to request a review by the Disciplinary Action Review Committee (DARC). The DARC operates under the auspices of the Department of Student Relations and is authorized to consider and rule on special requests from parents/guardians and school administrators pertaining to student discipline-related situations. The DARC will meet and make a placement determination based upon a review of the information from the Department of Student Relations and any additional information provided by all other parties. Parents who disagree with the placement determination made by the Disciplinary Action Review Committee will have three (3) school days following the determination to request a District due process hearing, pursuant to O.C.G.A. § 20-2-754.

The protocol described above may be used in other types of student placement situations as deemed appropriate by Student Relations administrators. **All placement determinations will be made on a case-by-case basis.** Various factors, including age, length of incarceration, nature of charges, existing discipline order, potential safety concerns or disruption of the educational process, present/prior discipline history, etc. may be used in making placement determinations at all levels. For example, the following general categories of serious violent offenses will result in the school administrator's referral to the Department of Student Relations:

- Assault resulting in serious injury
- Assault involving use of a weapon
- Death by other than natural causes (homicide)
- Kidnapping
- Rape
- Robbery with a dangerous weapon (armed robbery)
- Robbery without a dangerous weapon
- Sexual assault (not involving rape or sexual offense)
- Sexual Offense
- Taking indecent liberties with a minor

Additionally, an offense involving accusations of manufacturing, selling or trafficking large quantities of controlled substances is to be included.

All principals will continue to follow the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook when a student's disciplinary infraction occurs within the school's jurisdiction. The normal disciplinary procedures will be followed in these instances.

This protocol does not apply to students with disabilities. Students with disabilities will be referred directly to the Department of Exceptional Education or the Section 504 Coordinator for students with 504 plans.

SEARCHES

To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, student desks and tables, or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

As used in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook, the term "unauthorized" means any item dangerous to the health or safety of students or school personnel, or disruptive of any lawful function, mission or process of the school, or any item described as unauthorized in school rules available beforehand to the student.

A student's failure to permit a search or seizure as provided in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook will be considered grounds for disciplinary action.

All searches by school employees shall be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and gender and the nature of the infraction.

PERSONAL SEARCHES

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school official has reasonable suspicion to believe that the search will reveal a violation of the law, the student conduct behavior code, or local school rules.

If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present, when feasible. If the school official has reasonable grounds for suspecting that the student has on his or her person an item immediately dangerous to the student or to others, the student should be isolated, a school resource officer should be notified, and appropriate disciplinary action should be administered.

In appropriate circumstances, searches may include the use of electronic devices such as hand-held metal detectors or walk-through metal detectors. Searches may also include the use of drug detection canines.

LOCKER, DESK, AND TABLE SEARCHES

Student lockers, desks, and tables are school property and remain at all times under the control of the school. Principals of each school where lockers are issued shall ensure that each student receives written notice prior to the issuance of the locker that lockers are subject to inspection and search by school officials. Each school shall maintain duplicate keys or records of all locker combinations and avoid any practices that would lead students to believe that lockers are under their exclusive control.

Periodic general inspections of lockers, desks, and tables may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant. The School District may use K-9 Units to check lockers, desks, and tables. Items brought to school or placed in lockers, desks or tables are subject to reasonable searches.

AUTOMOBILE SEARCHES

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and visual inspections from the outside of student vehicles on school property. State law does not authorize a student to have a firearm secured in a vehicle parked on school premises.

The interiors of student vehicles may be inspected whenever a school authority has reasonable grounds for suspecting that illegal, unauthorized, or contraband materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Notice of the foregoing right to search shall be given to students who park on school property; however, failure to give such notice will not preclude school officials from conducting searches of vehicle interiors when otherwise authorized.

SEARCH RESULTS

If a search reveals a violation of federal, state or local law, law enforcement authorities may be notified so that they may take appropriate action.

KEEPING WEAPONS OUT OF SCHOOL

KEEPING YOUR SCHOOLS SAFE

Every student wants and deserves a safe and secure school. For that reason, school districts and schools have rules against weapons and violence at school, on any school bus, and at any school-sponsored function.

Students may be expelled for bringing weapons to school. Also, bringing certain weapons to school is a "designated felony" under Georgia law. This means that student offenders under the age of 17 may be arrested and placed in a youth detention center for carrying or possessing a weapon at school, on a school bus, or at any school-sponsored function. For students age 17 or over, these offenses amount to a felony and may result in a felony conviction and imprisonment.

Schools across the nation are required by federal law to have a student discipline policy that mandates a **minimum one calendar year expulsion** for bringing a firearm to school or for being in possession of a firearm on school property (including school buses). Consequently, DeKalb has a policy that requires a minimum one calendar year expulsion from all DeKalb schools for possession of a firearm.

WHAT OTHER WEAPONS MAY RESULT IN EXPULSION?

Having any type of knife, razor blade (including box cutters), chain, pipe, martial arts device, mace, BB gun or pellet gun, and other items such as ammunition at school, on the school bus or other school property, or at school functions is a violation of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* and may result in expulsion. (For a full and complete list of weapons, see page 25-26.)

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, or as otherwise required by law.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

RELEASE OF DIRECTORY INFORMATION

FERPA requires that the District, with certain exceptions, obtain the written consent of a parent, guardian, or eligible student (i.e., a student over 18 years of age) prior to the disclosure of personally identifiable information from a child's education records. However, the District may disclose appropriately designated "directory information" without written consent, unless the parent, guardian, or eligible student has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Information posted on the school's or the District's website;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without the prior written consent of a parent, guardian, or eligible student. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the District to provide military recruiters, upon request, with the following information—names, addresses and telephone listings—unless the parent, guardian, or eligible student has advised the District that they do not want their student's information disclosed without their prior written consent.

A parent, guardian, or eligible student who does not want directory information to be disclosed from the student's education records without prior written consent must notify the District in writing annually within a reasonable time period after receiving this notice. The District has designated the following information as directory information: student's name, address, and telephone listing, date of birth, electronic mail (e-mail) address, dates of attendance, grade level, major field of study, photograph, audio recordings, video recordings, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational institution previously attended. Such notification should be sent to the student's principal within ten (10) days of receipt of this handbook.

COMPLAINTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. Please refer to page 71 of the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook* for rights related to PPRA. Parents and eligible students who need assistance or who wish to file a complaint under PPRA should do so in writing to the following address: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington D.C., 20202-5920. Informal inquiries may be sent to the Family Policy Compliance Office via the following email address: PPRA@ED.Gov. The Family Policy Compliance Office website address is: www.ed.gov/fpco.

STUDENT COMPLAINT PROCEDURES

COMPLAINTS OF DISCRIMINATION HARASSMENT OR BULLYING

Pursuant to federal and state laws, students are entitled to a Complaint Procedure to address allegations of discrimination and harassment (including bullying). Accordingly, the School District has established both informal and formal procedures for resolving any complaints of discrimination, harassment, or bullying on the basis of race, color, religion, national origin, sex (including sexual harassment), sexual orientation, gender identity, disability, or age. Allegations of discrimination should be reported immediately to any school employee, administrator, or counselor at the school, center or any school event. A student may also make a direct report via mail or in person to the attention of: Title IX Officer, 1711 Mountain Industrial Blvd., Stone Mountain, Georgia 30083 or by dialing 678-676-0310. The school administrator or the Title IX Officer shall assist the student with formalizing and processing the complaint, which should include a statement of facts, identification of witnesses and any other information necessary to fully describe the matter.

Formal complaints should be filed within 30 calendar days of the alleged incident. All policies and/or procedures mandated by any agency of the State of Georgia, or the United States, will be followed. As per O.C.G.A. § 20-2-751.5 (17), it is unlawful for a student to falsify, misrepresent, omit, or erroneously report information regarding instances of alleged inappropriate behavior by a teacher, administrator or other school employee, including during off-school hours. Please refer to page 87 for the Bullying/Harassment/Hazing flowchart and page 88 for the Bullying/Harassment/Hazing Report Form in the *Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook.*

REPORTING ACTS OF SEXUAL ABUSE OR SEXUAL MISCONDUCT

O.C.G.A. § 20-2-751.7.(a) provides that: "The Professional Standards Commission shall establish a state-mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or other school employee toward a student which shall not prohibit the ability of a student to report the incident to law enforcement authorities. Each local school system shall be required to implement and follow such state-mandated process and shall include the mandated process in student handbooks and in employee handbooks or policies." The following is the reporting process:

A. Any student *(or parent or friend of a student)* who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or other School District employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.

B. Any teacher, counselor, volunteer or administrator receiving a report of sexual abuse or sexual misconduct of student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*

C. Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. § 19-7-5 shall make an oral report immediately to the school social worker, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The school social worker's Child Protection Report may be submitted via telephone, fax, or in written form (preferred method for the school district is written report) to a child welfare agency providing protective services, as designated by the Department of Human Services, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. § 19-7-5 shall be investigated immediately by school or system personnel. To protect the integrity of the process and to limit repeated interviews with the student, the designated system personnel is required to take a written statement from the student prior to any other person. If the investigation of the allegation of sexual

misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the designated Regional Superintendent, Chief Officer of Public Safety, and Coordinator of School Social Work. The Superintendent and the Professional Standards Commission Ethics Division must also be notified of any validated acts of sexual misconduct.

GENDER EQUITY IN SPORTS GRIEVANCE PROCEDURES

The DeKalb County School District prohibits discrimination in its elementary and secondary athletic programs, in accordance with the Georgia Gender Equity in Sports Act. The following grievance procedures are provided to allow for prompt and equitable resolution of written student complaints, including those brought by a parent or guardian on behalf of a student.

DEFINITIONS:

- "Days" means calendar days.
- A "grievance" is a complaint that alleges the DeKalb County School District has taken an action that is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act).
- "Grievant" is the person initiating the complaint.
- "Student" means a person enrolled in a school or instructional program operated by the DeKalb County School District.

PROCEDURES:

Grievances may be brought only by the affected student or by the affected student's parent or guardian and shall proceed in the following manner:

- Within ten (10) days of the time that the grievant knows, or reasonably should know, about the grievance (or within ten (10) days of the publication of this procedure, whichever is later), the grievant shall present the written grievance form to the Superintendent who shall note the date received.
- The written grievance shall: (1) name the grievant and the affected student; (2) state the situation or conditions giving rise to the grievance; (3) identify the specific provisions of the law or the implementing regulations alleged to have been violated; and (4) indicate the specific relief sought.
- The Superintendent shall cause the grievance to be investigated. Within 30 days after the grievance is presented, the Superintendent shall give a written response to the grievance, setting forth the essential facts and rationale for the decision.
- The grievant may appeal the Superintendent's decision to the DeKalb County Board of Education. The appeal must be in writing and submitted to the DeKalb County Board of Education within 35 days of the date of the response from the Superintendent. The Board may review all materials related to the grievance and render a decision in writing no less than 45 days after receipt of the written grievance form.
- The grievant shall have the right to appeal any decision by the DeKalb County Board of Education to the State Board of Education pursuant to O.C.G.A. § 20-2-1160.

Any student and/or parent or guardian of a minor child who feels that an action of the DeKalb County School District is in violation of O.C.G.A. § 20-2-315 (Gender Equity in Sports Act) may file a complaint by completing a form and forwarding it to the Office of Legal Affairs, 1711 Mountain Industrial Blvd., Stone Mountain, GA 30083. Forms may be obtained from the Office of the Director of Athletics, 5829 Memorial Drive, Stone Mountain, Georgia 30083 or at www.dekalbschoolsga.org/athletics/downloads.

INTERNET AND TECHNOLOGY USAGE

The DeKalb County School District provides technologies, networks, and internet access to support the educational mission of the District and to enhance the curriculum and learning opportunities for students and employees in compliance with the Children's Internet Protection Act (CIPA) of 2000. All guidelines, regulations, policies, and rules are applicable to all telecommunication services and equipment provided by the District including, but not limited to, the following:

- Computer workstations and notebook computers;
- Smart phones, tablets, e-readers, and other mobile devices;
- Internet services;
- Telephone services; and
- Cellular phone services

The DeKalb County School District believes that information and interaction available on the Internet provides valuable educational information. It is not always possible for the District to control access to material that may be considered controversial or inappropriate; therefore, the user may accidentally or purposefully encounter controversial material. It is the user's responsibility to avoid initiating access to such material.

Use of the Internet must be in support of educational research and consistent with the District's educational goals and objectives. Use of any other District's network or educational resources must be in compliance with rules, policies, and guidelines for the network. Users must abide by all rules and procedures specified and deemed necessary at the site from which access to the Internet is made. Transmission of any material in violation of any United States, state law, or state regulation is prohibited which includes, but is not limited to, (1) copyrighted material, (2) threatening, pornographic, or obscene material, or (3) material protected by trade secret. Use of District resources including the network for (1) private financial gain, commercial advertising, or solicitation activities by or for-profit institutions or (2) political lobbying is prohibited. All illegal activities are strictly prohibited.

The use of the Internet is a privilege, not a right. Any student user not complying with the District's Internet Acceptable Use Agreement shall lose Internet privileges for at least one week. Student infractions may result in appropriate disciplinary action in addition to suspension or termination of access privileges.

Any user identified as being a security risk or as having a history of problems with other computer systems may be denied access to the Internet. The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages suffered by any user including loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by its own negligence or user errors or omissions. Use of any information obtained via the Internet is at the risk of the user. The District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Use of the School District's Internet and technology resources obligates students to observe the following terms:

- Students **will observe** the standard of courtesy and behavior consistent with the practices and policies of the DeKalb County Board of Education when sending or publishing messages or transmitting data or other information on the Intranet.
- Students **will use the internet system** for instructional purposes only as it relates to classroom and co-curricular assignments and activities.
- Students **will exhibit** appropriate online behavior, including interacting with other individuals on social networking websites and chat rooms.
- Students **will make** every effort to safeguard any information from unauthorized users.
- Students **will not initiate** or participate in any form of cyberbullying.
- Students **will not send or receive** inappropriate or offensive messages or pictures from any source. For example, students will not post, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially or religiously offensive, sexist, or illegal material.

- Students **will not post** messages and attribute them to another user.
- Students **will not violate** network security by entering the system under a User ID other than their own, share their user IDs, passwords, or user accounts with others.
- Students **will not disclose**, use, or disseminate personal information of other minors/students.
- Students **will not use the internet system** for any purpose that violates federal or state law.
- Students **will not transmit or download** information or software in violation of copyright laws.
- Students **will not disconnect** network components, alter programs or data, or purposely infect any computer with a virus.
- Students **will not engage in unauthorized use** of the network, intentionally delete or damage files and data belonging to other users, or violate copyright law.

Students are strongly cautioned that sending inappropriate messages and/or images via electronic communication devices or the internet/intranet at any time could result in very *serious school, personal and/or criminal consequences.*

Students will observe the standard of courtesy and behavior consistent with the practice and policies of the DeKalb County Board of Education, including but not limited to Board Policy IFBGB entitled "Web Pages," when sending or publishing messages or transmitting data or other information on the Intranet.

SUPPLEMENTAL SAFETY AND DISCIPLINE INFORMATION

BULLYING, HARASSMENT 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 activities; while traveling including to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

Pursuant to state law, this policy also applies to acts of cyberbullying which occur through the use of electronic communication, whether or not such electronic act originated on school property or with school equipment, if the electronic communication:

1. Is directed specifically at students or school personnel;

2. Is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of the school and;

3. Creates a reasonable fear of harm to any student's or school personnel's person or property or has a high likelihood of succeeding in that purpose.

For purposes of this policy, electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

All staff, students, and parents or guardians will receive a verbatim copy of this policy and accompanying administrative regulation prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Schools shall keep reports of bullying/harassment/hazing confidential to the extent consistent with a thorough investigation.

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing.

An employee who fails to comply with the requirements of this policy and accompanying administrative regulation may be subject to disciplinary action, up to and including termination of employment.

At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.

Upon being found in violation, a student who has committed the offense of bullying/harassment/hazing should be given an age-appropriate consequence which shall include, at minimum and without limitation, disciplinary action or counseling as appropriate under the circumstances.

Detailed guidelines and procedures for reporting and addressing student bullying/harassment/hazing shall be implemented in accordance with the accompanying administrative regulation.

Administrative Regulation: Bullying/Harassment/Hazing Descriptor Code JCDAG-R(1)

The District expressly prohibits the bullying/harassment/hazing of any student, by any means or method, at school, on school property, or at school-related functions; while traveling to or from school on a school bus; off-campus when the behavior results in a disruption to the school environment; or by use of data or software that is accessed through a District computer, computer system, computer network, or other electronic technology of the District.

A. Definitions

- Bullying – Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both students who are bullied and who bully others may have serious, lasting problems.

- Harassment – Unwelcome conduct based on real or perceived race, color, national origin, sex, religion, disability, sexual orientation, gender Identity or gender expression. It may take many forms, including verbal acts and name-calling; graphic and written statements, which may include use of cell phones or the Internet; or other conduct that may be physically threatening, harmful, or humiliating. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unlike bullying, harassment does not always involve a real or perceived power imbalance. Harassment creates a hostile environment when the conduct is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school.

- Hazing – Bullying and intimidation in association with rituals to join an extracurricular group/activity or to raise a student's rank/status within the organization.

B. Prohibited Behaviors

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

- Verbal assaults such as unwanted teasing or name-calling;
- Rumors or spreading of falsehoods;
- Threats, taunts and intimidation through words and/or gestures;
- Public humiliation;
- Social isolation;
- Harassment Stalking;
- Direct physical contact such as hitting or shoving;
- Physical violence and/or attacks;
- Theft of money and/or personal possessions for the purpose of bullying, harassing, or intimidating;
- Extortion or manipulation, including incitement and/or coercion;
- Destruction of school or personal property;
- Any form of electronic bullying or cyberbullying using school equipment, school networks, or e-mail systems or committed at school;
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and distributing them to others or posting them online;
- Sending abusive or threatening text messages or instant messages; and
- Using websites to circulate gossip and rumors to other students;

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

All staff, students, and parents or guardians will receive a verbatim copy of this policy prohibiting bullying/harassment/hazing at the beginning of the school year as part of the Code of Student Conduct.

C. Reporting Incidents of Bullying/Harassment/Hazing

Bullying/Harassment/Hazing may be reported by a student, parent, guardian, or other stakeholder to an administrator, teacher, counselor, or other staff member at the student's school. At the option of the person reporting the incident, the report may be made either by name or anonymously and either verbally or in writing. Reporting forms may be found in the Code of Student Conduct, on the District's website, and at each District school. Reports of bullying/harassment/hazing also may be made by using the District's Alert Line at 1-888-475-0482 or by calling the Georgia Department of Education's School Safety Hotline at 1-877 SAY-STOP (1-877-729-7867).

Any employee to whom bullying/harassment/hazing is reported must promptly document the report and forward it to the principal or designee. Any employee who witnesses an incident of bullying/harassment/hazing or who otherwise learns that a student is being bullied/harassed/hazed must promptly, but no later than one (1) day following the receipt of a concern, submit a written report to the principal or designee. The principal or designee shall ensure that proper documentation is maintained throughout the investigation and resolution of the matter. If the report is made by the alleged target/victim, the principal or designee will contact the parent or guardian immediately upon receipt of the report.

If the reporting student or the parent or guardian of the student feels that the school is not taking appropriate steps to investigate or address the problem even after consulting the school principal, the student or the parent or guardian should contact the appropriate Regional Superintendent or his or her designee.

Students who believe that another student at their school is being bullied/harassed/hazed are urged to inform a teacher, counselor, administrator or other staff member.

The District strictly prohibits retaliation against any person who reports bullying/harassment/hazing or participates in an investigation of bullying/harassment/hazing. Incidents of retaliation should be reported using the same process as used for the original complaint and will be investigated and resolved by school or district personnel.

Where complainants request confidentiality, schools shall share details of reports of bullying/harassment/hazing with only those individuals who need to know consistent with the District's obligation to respond promptly and appropriately to reports of misconduct, or as otherwise required by law.

An employee who fails to comply with the requirements of Board Policy JCDAG and this accompanying regulation may be subject to disciplinary action, up to including termination of employment.

D. Responding to Incidents of Bullying/Harassment/Hazing

School officials are expected to intervene immediately when they see a bullying/harassment/hazing incident occur or upon receipt of any report of bullying/harassment/hazing. The following actions will be taken when bullying/harassment/hazing is reported.

1. Investigation – Upon receipt of any report of bullying/harassment/hazing, the principal or designee will direct an immediate investigation involving appropriate personnel. The investigation should begin no later than the following school day. The investigation shall include interviewing the alleged perpetrator(s), victim(s), identified witnesses, teacher(s), and staff members and reviewing video surveillance, if available. School counselors, school social workers, and other support staff should be utilized for their expertise as determined by the circumstances of the matter. The school shall keep confidential the results of the investigation, except with respect to the District's notification, reporting, or other legal obligations.

2. Notification – At an appropriate time during or after the investigation of a report, the parent or guardian of both the accused and the victim must be notified, but no later than three (3) days after completion of the investigation. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent or guardian should be notified immediately.
   At the conclusion of the investigation, both the victim and the offending student must be notified of the results of the investigation. Victims may request information about the sanction imposed upon a student who was found to have engaged in harassment when the sanction directly relates to the victim. This includes an order that the harasser stay away from the harassed student, or that the harasser is prohibited from attending school for a period of time, or transferred to other classes. Schools will not disclose any other information in the offending student's "education record," including information about sanctions that do not relate to the harassed student.

3. Interim Measures – The school will take steps to protect the complainant as necessary, including taking interim steps before the final outcome of the investigation.

4. Disciplinary Action – Upon a finding of guilt, a student who has committed the offense of bullying/harassment/hazing will be given an age-appropriate consequence which shall include, at minimum and without limitation, counseling, disciplinary action or other consequence as appropriate under the circumstances. Disciplinary action after the first incident of bullying/harassment/hazing may include but is not limited to the following:

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

5. Follow Up and Aftercare – Follow up is important to the accused, the victim, and in some circumstances, the broader school community. Each school must provide after-care and follow up to individuals and groups affected by the bullying/harassment/hazing. Where necessary, counseling and other interventions should be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying/harassment/hazing and students who commit an offense of bullying/harassment/hazing. Schools must also assess school climate to determine whether additional staff training or student instruction is needed. Where appropriate, the school should also reiterate the prohibition on retaliation and how to report such misconduct.

Pursuant to state law, students in grades six through twelve found to have committed the offense of bullying/harassment/hazing for the third time in a school year shall at a minimum be assigned to an alternative school through appropriate due process by disciplinary hearing officers, panels, or tribunals.

GANG-RELATED ACTIVITY

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

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

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

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

Students who participate in gang-related activities, as defined in this section, will be charged with Offense #12 – School Disturbance. Upon being found in violation of this offense, the student will be referred to a District due process hearing, which may result in suspension, referral to an alternative school or expulsion. In addition, the student will be referred to mandatory gang prevention counseling. Parents, law enforcement and other appropriate persons will be notified any time a student is suspected of being involved in gang-related activity. Students who participate in gang-related activities may be subject to consequences set forth in state law (O.C.G.A. §§ 16-15-3, 16-15-4).

Students who feel bullied, threatened or unsafe at school because of gang activity should report their concerns to a teacher, counselor, principal, assistant principal, or the Georgia Department of Education's anonymous hotline number to report gang-related activity by calling 1-877-SAY-STOP (1-877-729-7867) or the **DeKalb County School District Alert Line at 1-888-475-0482.** Students who want to leave a gang should contact a principal or a staff member whom they trust for guidance and support services. The school or School District may provide students and parents with information on community organizations that assist students in leaving gangs.

MANDATORY REPORTING OF STUDENT CRIMES

School administrators, teachers and other school-based employees will report crimes, as required by law (O.C.G.A. § 20-2-1184).

Victims of the following alleged student misconduct must file a written complaint or report with the school administration and with central administration, describing the alleged incident and the injury or damage sustained: (1) an alleged assault or battery by a student upon any teacher, other school official or employee; (2) an alleged assault or battery by a student upon another student; (3) substantial damage alleged to be intentionally caused by a student on school property to personal property belonging to a teacher, other school official, employee, or student, if, in the discretion of the school principal, the alleged damage could justify the expulsion or long-term suspension of the student.

ILLEGAL/DANGEROUS/SUSPICIOUS ITEMS

Students are to notify an administrator or other staff member immediately when illegal, suspicious, or dangerous items, or other items banned from school, are found. Students will not touch or handle such items, or receive or accept such items from other students.

HOTLINE TO REPORT BULLYING, VIOLENCE, WEAPONS, AND DRUGS

Sponsored by the Georgia Department of Education, the HOTLINE provides a 24-hour reporting system for students to report weapons, violence (**including bullying**), or drugs anonymously by calling **1-877-SAY-STOP (1-877-729-7867)** or the **DeKalb County School District Alert Line at 1-888-475-0482**. Information is recorded and shared with the local school district and local law enforcement. An investigation is conducted upon receipt of the report.

CELL PHONE/ELECTRONIC COMMUNICATION DEVICE USE BY STUDENTS

Students may possess and use electronic communication devices in accordance with procedures promulgated by the Superintendent. Such procedures shall provide that electronic communication devices may not be used during instructional time and must not interfere with the educational mission of the schools or pose a safety hazard.

All students are expected to adhere to the following rules relative to electronic communication devices: (1) Phones must be turned completely off (not on silent or vibrate mode) and put away out of view (as directed by the school) during instructional time (official start of school day to the end of the school day), **except for approved instructional purposes**; (2) No text messaging is allowed, **except for approved instructional purposes**; (3) Students with serious medical conditions or other unusual circumstances may be given special permission by the school principal to use this device if it is determined to be essential for the health of the student.

Parents/guardians are asked to refrain from calling, e-mailing, or texting their student during instructional time. In the event of an emergency, the parent/guardian may contact the student via the school's phone system. All violations of these expectations will result in confiscation of the device. Moreover, the confiscated device will be returned only to the parent/guardian.

NOTE: No one is allowed to take pictures or video of other persons at school without the express permission of the principal.

STUDENTS ARE STRONGLY CAUTIONED THAT SENDING THREATENING/INAPPROPRIATE MESSAGES AND/OR IMAGES VIA ELECTRONIC COMMUNICATION DEVICES OR THE INTERNET/INTRANET AT ANY TIME COULD RESULT IN VERY SERIOUS SCHOOL, PERSONAL AND/OR CRIMINAL CONSEQUENCES.

SCHOOL RESOURCE OFFICERS

School Resource Officers (SRO) are POST-certified police officers assigned to schools to maintain safety and security at the assigned school, ensure the initiation of prevention and intervention programs, act as positive role models for students, serve as liaisons with other law enforcement personnel and agencies, help develop the Safe School Plan, and work to foster a better understanding of legal issues and the judicial process. However, SROs are not disciplinarians. They are not to be used as a substitute for an administrator in the daily administration of the student discipline program. The administrative staff works with the SRO to use their law enforcement expertise and experience but should refrain from assigning SROs or other law enforcement agency personnel to duties and stations that limit or encumber their effectiveness. As School District employees, SROs follow the professional requirements of all employees.

As mandated by state law in Georgia, students will be charged and arrested for possession of weapons, as defined in O.C.G.A. § 16-11-127.1, for possession of drugs, as defined in O.C.G.A. § 16-13-24 through O.C.G.A. § 16-13-32, for any felony or designated felony, as described in Title 16 of the Criminal Code of Georgia Annotated, and for causing bodily injury to others, damage to public or private property, and/or causing a major school disturbance, including, but not limited to, making terroristic threats.

School administrators are required to immediately report suspected violations of the law to SROs or other law enforcement personnel. When an SRO, other law enforcement or emergency agency is on a school campus for the purpose of responding to a request for intervention, investigation, serving a warrant, or in response to an emergency, the school administrative staff follows the responder's recommendations. In all cases involving an SRO, as in all other serious situations at the school, the parents/guardians are notified in a timely manner.

Parents and guardians are encouraged to inform their children of the consequences, including potential criminal penalties, of underage sexual conduct and crimes for which a minor can be tried as an adult (O.C.G.A. § 20-2-735). Information on this may be found on the DeKalb District Attorney's website a
http://www.dekalbda.org/DocumentView.aspx?DID=274&DL=1.

CAMPUS SECURITY PERSONNEL

Campus Security Personnel (CSP) maintain the security of the school by monitoring campus activity and undertaking necessary precautions vital to the protection of the staff and students to preserve an environment suitable for the education process by patrolling school buildings and grounds to ensure security. CSP are assigned to all secondary schools and several elementary schools.

TEENAGE/ADULT DRIVERS RESPONSIBILITY ACT (TAADRA)

Please note that SB 100, signed into law on April 16, 2015, makes significant changes to the Teenage and Adult Driver Responsibility Act by eliminating the requirement for schools to submit noncompliance data for students with excessive unexcused absences and certain discipline infractions. Effective July 1, 2015, schools will certify that a student is enrolled in and not under expulsion from a public or private school to be eligible for a driver's license or learner's permit. Beginning on July 1, 2015, schools will use the new **Certificate of School Enrollment** form and the **Certificate of Eligibility for Restoration of Driving Privileges Form**.

CHRONICALLY DISRUPTIVE STUDENTS

Students who chronically disrupt class are addressed through a MTSS-RtI process using a tiered process of interventions and continuous monitoring of progress. Progressive consequences range from Tier 1 of the MTSS-RtI process for the initial disruptions to Tier 3-SST for continuously disruptive behavior. The initial

focus of the MTSS-RtI process is developing and implementing interventions to modify the identified behavior problems.

Chronically disruptive students may be placed on probation with a signed contract. The administrative staff, in conjunction with resource personnel and the parents, should collectively devise a discipline correction plan. Chronically disruptive students must be referred to and receive interventions from resource personnel (i.e. counselor, social worker, school psychologist, SST chair, Instructional Support Specialist, or student support specialist) prior to a referral to a District due process hearing.

STUDENT SUPPORT TEAM

The Student Support Team (SST) is a problem-solving team at the Tier 3 level of interventions and/or student assessment that seeks interventions for students with academic, behavior, or other types of problems. SST levels of interventions are implemented when they are necessary as part of the progression through the tiers of intervention.

Once the student reaches Tier 3-SST, interventions are implemented and documented with fidelity for cycles of 4-6 weeks. At each 4-6 week interval, an SST problem-solving meeting is held (parents are to be invited) during which the student's response to intervention is assessed based on the data collected during the intervention period. If the interventions at SST-Tier 3 were done with fidelity and were not successful, based on data documented during the intervention period by the intervention providers, additional alternative interventions and modifications are developed and implemented for an additional cycle of 4-6 weeks. Intervention providers may include the Assistant Principal for discipline, school counselor, teachers, or other staff. After two or more cycles of Tier 3 intervention have been completed and documented with fidelity and the child continues to struggle, the SST may request parent permission to complete a psychoeducational evaluation to determine the student's cognitive and academic strengths and weaknesses and/or behavioral/social and emotional status. If the child makes progress in response to the Tier 3-SST interventions (intense support), he or she may matriculate back to Tier 2 (moderate intensity support) and, if progress continues, return to Tier 1 Core Instruction.

If the student continues to experience difficulties and based upon the student's responses to the implemented interventions, a referral to Special Education may be warranted. If such a special education referral is made, a Parental Consent for Evaluation (PCE) is obtained and all available data is reviewed as part of the evaluation process. Data can include SST/RtI records, including all data and all evaluations previously completed. A special education eligibility meeting is then held to determine the student's eligibility for special education services.

PLACEMENT REVIEW PROCEDURES FOR REMOVING STUDENTS FROM CLASS

Based on state law (O.C.G.A. § 20-2-738), a teacher may remove from class a student who **repeatedly or substantially** interferes with the teacher's ability to conduct instructional activities, provided the student has previously been reported or the teacher determines that the behavior of the student **poses an immediate threat** to the safety of the student's classmates or the teacher. In the case of immediate removal from the classroom, the teacher will submit a written referral by the end of the school day or at the beginning of the next school day to the principal or other school administrator. The administrator will, within one school day after the student's removal from class, send the student's parents a written notice that the student was removed from class, a copy of the teacher's referral, and information regarding how the parent may contact a school administrator. When a teacher removes a student from class, as prescribed above, the administrator will discuss the matter with the teacher by the end of the school day or at the beginning of the next school day. The administrator will give the student oral or written notice of the basis for the removal from class. If the teacher withholds his or her consent to the student's return to the same class, or the student's misbehavior precludes returning to school (such as committing a major violation of the Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook), the administrator determines the consequences for the student by the end of the first day,

which may include in-school suspension or out-of-school suspension for up to ten days. Suspensions or expulsions of longer than ten days may be imposed only by the Hearing Officer or Board of Education.

If the teacher withholds his or her consent to the student's return to the same class and the administrator does not impose other disciplinary action, the administrator will convene the Local Placement Review Committee by the second day after the removal from the classroom, and the committee will render a decision whether the student should or should not return to the teacher's classroom. The committee's decision will be made no later than three days after the removal from class. In the interim, the administrator will make a temporary placement for the student (other than in the classroom from which the student was removed, unless the teacher gives permission). Any teacher who removes more than two students from his or her total enrollment in any school year who are subsequently returned to the class by the Local Placement Review Committee because such class is the best available alternative may be required to complete professional development to improve classroom management or other skills, based on classroom observations and documentation.

Each school and center principal shall establish at least one Local Placement Review Committee, composed of three members. The school faculty will select two teachers and one alternate and the principal will select one staff member to serve on the committee (schools may have more than one Local Placement Review Committee, at the discretion of the principal, but each committee must have three members selected as stated above). The selection of the committee should proceed as follows: (1) principal asks for volunteers and nominations; (2) a secret ballot is taken at a faculty meeting; (3) results are tabulated by a teacher; (4) results of the ballot are shared with the faculty. The Local Placement Review Committee (by simple majority vote) determines the placement of a student when a teacher withholds his or her consent to the return of the student to the teacher's class when an administrator has not imposed disciplinary action (provided the teacher has met the reporting requirements enumerated above or if the student poses a threat). The committee is authorized to (1) return the student to the teacher's class upon determining that such placement is the **best** or **only** alternative; or (2) refer the student to the administrator for other appropriate action.

The decision of the committee shall be in writing and will be made within three school days after the teacher withholds consent to the return of the student. If the Local Placement Review Committee decides not to return the student to the class from which he or she was removed, the administrator may place the student into another appropriate classroom, in-school suspension, or out-of-school suspension. In-school suspension or out-of-school suspensions may be for up to ten days. Any and all disciplinary action will be sent to the parents in writing, by either letter or copy of the Student Discipline Referral form, with a note to the parent to confirm receipt of the notice.

PREVENTION/INTERVENTION

Prevention/Intervention has several programs in place for students, including peer mediation, conflict resolution classes, drug education classes, parenting classes, character education, in-school suspension/life skills training, bullying awareness activities, and other programs and activities.

POINTS (**P**roviding **O**ptional **I**ntervention **N**eeded **T**o **S**ucceed) helps students resolve conflict, cope with peer pressure, manage anger, and communicate with others. Students who have been involved in a fight may be referred to POINTS, which is a conflict management class offered on Saturdays to students. Parents are also asked to participate in the classes in order to reinforce the effort to resolve issues peacefully between and among students.

GRIP (**G**aining **R**esults **I**ntervention/**P**revention) is a drug education program that is provided for first-time violators of the Drug/Substance offenses (possession or use) in this Code of Student Conduct – Student Rights and Responsibilities and Character Development Handbook. Violators of offense #5a (distribution/sale/intent), or students charged with felony possessions or multiple offenses are not eligible, unless otherwise indicated by the Hearing Officer or the DeKalb Board of Education.

SAFE SCHOOL AUDITS

The DeKalb County School District is committed to ensuring a safe and orderly learning environment. Research studies have indicated that supervision of students is vitally important in the prevention and reduction of violent and criminal behaviors. Adult supervision is necessary for students to feel safe at school. Therefore, the purpose of Safe School Audits is to monitor adult supervision of students, especially during transitional times; assess students' understanding of the rules for appropriate behavior according the DCSD *Code of Student Conduct Student Rights and Responsibilities and Character Development Handbook*; ensure staff understanding of procedures to follow if a campus crisis occurs; and to conduct randomly selected student surveys regarding whether the student feels safe at school.

The Safe School Audits goal is for students and staff to learn and work in a safe and orderly environment. Objectives for conducting the audits are: (1) provide school-based data to local school administrators regarding supervision of staff during transitional periods of the school day; (2) gather and report information on students' feelings about safety at school; (3) provide information on staff awareness of procedures to be followed during a crisis; and (4) building and environment checks.

Trained Safe School Administrators will conduct random Safe School Audits throughout the year. Upon entering a school building, the team leader will notify the principal of the team's presence. Audit team members, equipped with a school map, bell schedule, and audit checklist will proceed to designated areas on the school's campus to observe and document information gathered during the audit. The process generally takes about thirty-five (35) minutes to complete. The audit will be scored according to a prescribed procedure for elementary and secondary schools. Results will be shared with the Superintendent, Deputy Superintendent, School Leadership and Operational Support, Regional Superintendents, Principals, and Assistant Principals.

In order to ensure that Safe School Audits are conducted with fidelity, a Safe School Audit training module will be developed. Campus identified personnel will be trained and tested in the use and understanding of the Safe School Audit process. Additionally, school administrators, school personnel, and students will receive professional learning on the Safe School Audit process. It is expected that the use of the Safe Schools Audit will result in a reduction of discipline referrals and suspensions.

STUDENT DRESS CODE

The atmosphere of a school must be conducive to learning. A student's appearance can positively or negatively impact the climate of a school. Students must adhere to the School District's dress code requirements. Students who fail to comply with the dress code requirements, as enumerated below, may be charged with Offense #25 –Student Dress Code Violation (see page 43-44):

- Students are expected to follow ALL school rules governing safety in specialized programs that may require the wearing of protective clothing, safety glasses, or other similar requirements.
- Clothing, jewelry, tattoos, piercings or other body ornaments that disrupt the educational process or endanger the health or safety of other students, staff or visitors are prohibited.
- Clothing, insignia, symbols, tattoos, piercings, jewelry, or adornments worn or carried on or about a student which promote gangs or the use of controlled substances, drugs, alcohol, or tobacco are prohibited.
- The wearing of clothing, tattoos or other adornments which show offensive and/or vulgar words, pictures, diagrams, drawings, or includes words or phrases of a violent nature, a disruptive nature, a sexual nature, politically/socially controversial words or graphics or words or phrases that are derogatory regarding a person's ethnic background, color, race, national origin, religious belief, sexual orientation, or disability is prohibited.

The wearing of pants below the waistline, bare midriffs, halter tops/tank tops, tops/blouses revealing cleavage, short shorts, net/see through garments, flip-flops, between-the-toe shoes without heels,

bedroom shoes, or other footwear that interferes with freedom of movement and dresses, pants, or skirts with high splits is prohibited.

NOTE: Students/Parents are urged to review individual local school handbooks for any additional requirements related to student dress.

CODE OF SPORTSMANSHIP

Sportsmanship can be defined in one word: RESPECT. Respect for ourselves, our schools, and guests to our schools helps build a positive image not only with the community, but also with all those who participate in competitive activities in our schools.

Responsibilities of Participants:

- Use appropriate language;
- Treat opponents with the respect due them as guests or hosts;
- Exercise self-control at all times;
- Respect the officials' judgment and interpretation of the rules;
- Accept the responsibility of representing your school in a positive manner;
- Act in a manner that will create a positive attitude in the audience;
- All players who are involved in a fight and any substitutes who leave the bench area during a fight and are ejected from the current contest will be subject to the sit-out rule;
- Players are expected to exhibit good sportsmanship before and after a contest, even if the game officials do not have jurisdiction. Behaviors such as taunting, fighting, etc. are forbidden.

SECLUSION AND RESTRAINT

On July 8, 2010, the Georgia Board of Education approved Rule 160-5-1.35 regarding the use of restraint in Georgia schools. As required, the DeKalb Board of Education approved a board policy, Descriptor Code JGF (2), on October 7, 2010 which met the requirements of the state rule. The DeKalb policy is provided below.

BOARD POLICY SECLUSION AND RESTRAINT
DESCRIPTOR CODE: JGF (2)

The DeKalb County Board of Education establishes the following standards for the safe administration of physical restraint with regard to enrolled students.

1. The use of chemical restraint, mechanical restraint, or prone restraint, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.

2. The use of seclusion, as defined by Georgia Department of Education Rule 160-5-1-.35, is prohibited within the DeKalb County School District.
    a. Seclusion does not include situations in which a staff member trained in the use of de-escalation techniques or restraint is physically present in the same unlocked room as the student.
    b. Seclusion does not include "time-out," defined as a behavioral intervention in which the student is temporarily removed from the learning activity but in which the student is not confined.
    c. Seclusion does not include in-school suspension, detention, or a student-requested break in a different location in the classroom or in a separate unlocked room.

3. Physical restraint may be utilized only when the student is an immediate danger to himself or others and the student is not responsive to less intensive behavioral interventions including verbal directives or other de-escalation techniques.
    a. Physical restraint does not include: providing limited physical contact and/or redirection to promote student safety, providing physical guidance or prompting when teaching a skill, redirecting attention, providing guidance to a location, or providing comfort.
    b. Physical restraint shall not be used:
        i. as a form of discipline or punishment, or
        ii. when the student cannot be safely restrained, or
        iii. when the use of the intervention would be contraindicated due to the student's psychiatric, medical, or physical conditions as described in the student's educational records.
    c. All physical restraint must be immediately terminated when the student is no longer an immediate danger to himself or others or if the student is observed to be in severe distress or breathing appears impaired.

4. Before any staff member may implement physical restraint, he or she should have completed an approved training program.
    a. Approved training programs will address a full continuum of positive behavioral intervention strategies as well as prevention and de-escalation techniques and restraint.
    b. Schools and programs shall maintain written or electronic documentation on training provided and the list of participants in each training. Copies of such documentation will be made available to the Georgia Department of Education or any member of the public upon request.
    c. If a staff member who has not completed an approved training program has to physically restrain a student to prevent injury to a student or others in an emergency situation when staff members trained in physical restraint are not available, he or she should ask other students, if present, to request assistance immediately.

5. Whenever possible, the use of physical restraint on a student shall be monitored by another staff member or administrator. The use of physical restraint shall be documented by staff or faculty participating in or supervising the restraint for each student in each instance in which the student is restrained.

6. Whenever physical restraint is used on a student, the school or program where the restraint is administered shall notify the student's parent or legal guardian within one school day after the use of restraint.

7. This policy does not prohibit a staff member from utilizing time-out, as defined in paragraph (2) above, or any other classroom management technique or approach, including a student's removal from the classroom that is not specifically addressed in this rule.

8. This policy does not prohibit a staff member from taking appropriate action to diffuse a student fight or altercation.

9. Deciding whether the use of physical restraint is necessary to protect students or others from imminent harm or bodily injury, and taking the actions deemed necessary to protect students or others from imminent harm or bodily injury, are actions that involve the performance of discretionary, not ministerial, duties.

10. In some instances in which a student is an immediate danger to himself or herself or others, the school or program must determine when it becomes necessary to seek assistance from law enforcement and/or emergency medical personnel. Nothing in this policy shall be construed to interfere with the duties of law enforcement or emergency medical personnel.

11. School officials must notify a student's parent or guardian immediately when emergency medical or law enforcement personnel remove a student from a school or program setting.

NOTICE OF RIGHTS OF STUDENTS AND PARENTS UNDER SECTION 504

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a non-discrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact the District's Section 504 Coordinator at the following address:

504 Coordinator
5829 Memorial Drive
Stone Mountain, Georgia 30083
Phone: 678-676-1980

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.

3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.

4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.

5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.

6. You have the right to not consent to the District's request to evaluate your child. 34CFR 104.35.

7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35

8. You have the right to ensure that the District will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.

9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.

10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.

11. You have the right to notice prior to any actions by the District regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.

12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the District's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.

14. You have the right to receive a copy of this notice and a copy of the District's impartial hearing procedure upon request. 34 CFR 104.36.

15. If you disagree with the decision of the impartial Hearing Officer (school board members and other District employees are not considered impartial Hearing Officers), you have a right to a review of that decision according to the District's impartial hearing procedure. 34 CFR 104.36.

16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

SECTION 504 PROCEDURAL SAFEGUARDS

OVERVIEW:

Any student or parent or guardian ("grievant") may request an impartial hearing due to the District's actions or inactions regarding a child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the District's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the District's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the Section 504 Coordinator. The Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.

HEARING REQUEST:

The Request for the Hearing must include the following:

A. The name of the student;

B. The address of the residence of the student;

C. The name of the school the student is attending;

D. The decision that is the subject of the hearing;

E. The requested reasons for review;

F. The proposed remedy sought by the grievant; and

G. The name and contact information of the grievant.

Within ten (10) business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

MEDIATION:

The District may offer mediation to resolve the issues detailed by the grievant in this or her Request for Hearing. Mediation is voluntary and both the grievant and District must agree to participate. A waiver form must be signed to toll time limits for the scheduling for a formal hearing, if necessary. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the District will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.

HEARING PROCEDURES:

A. The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.

B. Upon a showing of good cause by the grievant or the District, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.

C. The grievant will have an opportunity to examine the child's educational records prior to the hearing.

D. The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least ten (10) calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in writing of representation by legal counsel shall constitute good cause for continuance of the hearing.

E. The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial Hearing Officer may require the District to defend its position/decision regarding the claims (i.e., a recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the District, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.

F. The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.

G. The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.

H. The hearing shall be closed to the public.

I. The issues of the hearing will be limited to those raised in the written or oral request for the hearing.

J. Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.

K. Testimony shall be recorded by court reporting or audio recording at the expense of the District. All documentation related to the hearing shall be retained by the District.

L. Unless otherwise required by law, the impartial review official shall uphold the action of the District unless the grievant can prove that a preponderance of the evidence supports his or her claim.

M. Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.

DECISION:

The impartial review official shall issue a written determination within twenty (20) calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.

REVIEW:

If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

Special Education: A Parent's Guide to Understanding Rights and Responsibilities

This guide is designed to help you understand your rights and responsibilities regarding special education. It should not be used as a substitute for the full version of the Parents' Rights outlined in the Individuals with Disabilities Education Act (IDEA) and the Rules of the Georgia State Board of Education (Ga. Bd. Of Educ. R.) pertaining to Special Education. (see Ga. Bd. Educ. R. 160-4-7-.09 PROCEDURAL SAFEGUARDS/PARENTS' RIGHTS.) To view the full version of the Georgia Parents' Rights please go to the Georgia Department of Education web site at **www.gadoe.org** and select *Offices* & *Divisions*, then *Curriculum* & *Instruction,* then *Special Education Services and Supports*. You will then look under *Dispute Resolution* or *Family Engagement Information & Resources* to find Parent Rights. The full version of these rights is available in multiple languages and is also presented in video format. This table represents a condensed guide to parental procedural safeguards. To view a complete listing of Parental Rights under IDEA, contact your student's case manager or visit: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Parents%20Rights/Parents_Rights_English%20r%201-14.pdf

RECORDS: · You have a right to look at your child's education records. · You may also have the records interpreted or explained to you. · You may request to have something in the record changed or removed if you feel it should not be in your child's record. · You have the right to add information, comments, data or any other relevant written material to your child's record. · You may ask for and receive copies of the Individualized Education Program (IEP) and/or any of your child's records. The school district may charge a fee for the copies but may not charge a fee for searching for and retrieving documents. · With your written permission, you may have a person acting on your behalf inspect and review the records.	**EVALUATION PROCEDURES:** · Your child has the right to a full and complete evaluation to determine if he/she has a disability and is in need of special education and/or related services. · You have the right to have your child assessed in all areas of the suspected disability. · The school district must test your child according to procedures outlined in the IDEA and Georgia Special Education Rules. · Evaluations must consist of more than one test, and those tests must be given in the language that the child normally uses, unless the parent and school agree otherwise, and at least once every three years. · Your will be involved in the decision about eligibility and what programs and services your child needs during the re-evaluation.
CONFIDENTIALITY OF INFORMATION: · Your child's educational records are private. · You can ask to have copies of only your child's records. · School employees involved with your child may see your child's records and do not require your permission. · No one else may see the results of your child's records without your permission.	**LEAST RESTRICTIVE ENVIRONMENT:** · Your have the right to have your child taught in classrooms and participate in all school programs and activities with other children without disabilities, of the same age and grade, to the greatest extent appropriate for your child. · School district personnel must make accommodations and modifications so that your child can participate in all school programs and activities to the greatest extent appropriate.

INDEPENDENT EVALUATION:	**SURROGATE PARENTS:**
· If you **disagree with the school's evaluation, you may have your child tested by a professional evaluator not employed by the school district, at public or private expense. Contact the school system to find out the procedures for accessing this right.** · **Upon request, the school district must provide you a list of independent evaluators so that you may choose one to test your child.** · The school district must consider the results of an **independent evaluator.** · The IEP team uses the results of the test to determine **if your child has a disability or needs special education.**	· When the school cannot find the child's parents of the child **is a ward of the state, the school system will assign a surrogate (substitute) parent who will represent the child regarding the child's rights and interests for any evaluation, meeting, or educational decisions for special education services.** · Surrogate parents will receive special training and will act as **the parent by giving consent and participating in IEP/other meetings.** · The surrogate parent has the same rights and **responsibilities as a parent in special education in matters relating to a student.**
NOTICE/PARENT PARTICIPATION:	**COMPLAINTS, MEDIATION, HEARINGS:**
· **You must be notified of your parental rights.** · You must be invited to attend meet**ings about your child such as eligibility, reevaluation, or IEP meetings.** · You are to receive copies of all documents about your **child's education program and can have them explained to you.** · Copies can be in your native language, Braille, or explained **in sign language. If needed, the school district will provide a translator or interpreter.** · You must be given opportunities to participate in any **decision- making meeting regarding your child's special education.** · You must be invited to any meeting that **is held to discuss your child's disability, evaluations, re-evaluations, placement of your child, and his/her IEP and its contents.** · You are entitled to have IEP meetings held at a time and **place mutually convenient to you and other members of the IEP Team.** · You have the right to excuse or not to excuse a member of **your child's IEP Team from attending and IEP meeting. The school district cannot excuse a required member without your permission.**	· **You have the right to ask for mediation or a due process hearing if you disagree with what the school has planned for your child.** · The school system can also ask for mediation or a due **process hearing.** · The parent and the school system must both agree to try **mediation before mediation will be scheduled.** · When you request a due process hearing, you have the **right to participate in a resolution session that provides an opportunity for parents and school systems to resolve any issues in a due process complaint so that the parents and systems can avoid a due process hearing and provide immediate benefit to the child.** · When you request a due process hearing, you have the **right to an impartial due process hearing conducted by an administrative law judge (ALJ)/ hearing officer.** · You **may file a formal written complaint with the Georgia Department of Education to conduct an investigation about any concerns, problems, or disagreements related to the IDEA or Georgia Special Education Rules. The complaint can be faxed to the Division for Special Education Services and Supports at 404-651-6457(fax) or mailed to the Division for Special Education Services and Supports at 1871 Twin Towers East, 205 Jesse Hill Jr. Drive SE, Atlanta, GA 30334.**

CONSENT:	**DISCIPLINE PROCEDURES AND RIGHTS:**
· The school cannot test/evaluate or re-**evaluate your child without your permission/consent.** · The school cannot place your child in special education or **change your child's program placement without your permission/consent.** · The school district cannot r**elease your child's records without your permission/consent except to certain individuals identified in law.** · **You have the right to not give your permission/consent.** · **You have the right to take away your consent to special education and related services once you have given permission; you must do it in writing. Revoking consent means your child will no longer receive any special education services.**	· The school system must follow certain procedures when **students with disabilities exhibit behaviors that cause the IEP Team to find other settings and/or ways to educate the child.** · Schools may remove students to alternative programs when **there is a potential danger to the child, students, or school personnel.** · Regardless of **the setting, the school district must continue to provide a free appropriate public education for your child.** · The setting must enable your child to continue to receive **services that will allow him/her to meet the goals and objectives in his/her IEP.** · **Disciplinary actions occur for violations involving drugs, alcohol, weapons, or other school rules violations.** · These rights protect you, your child, and the school system.
PRIVATE SCHOOL PLACEMENT:	**CONTACTS:**
· If you decide to place your child in a private school, **you must inform school officials at the last IEP meeting you attend of your intent and explain your concerns about the public program.** · The school system is not required to pay for the private **school if the school district offered a free appropriate public education to meet a child's educational needs that have been identified through the educational evaluation and are included in the IEP.**	· When you have concerns about your child's education, it is **important to tell the school principal or special education director.** · If you need further help, there are parent or advocacy **groups from whom you may obtain help. Ask the school for information or a list of names. You also can contact Parent to Parent of Georgia which keeps an active list for referrals or other information. Call 1-800-229-2038 or go to www.p2pga.org .** · You may also contact the Division for Special Education **Services and Supports at 404-656-3963 or 1-800-311-3627 or go to the Georgia Department of Education website at www.gadoe.org to help find other helpful resources.**

APPENDIX

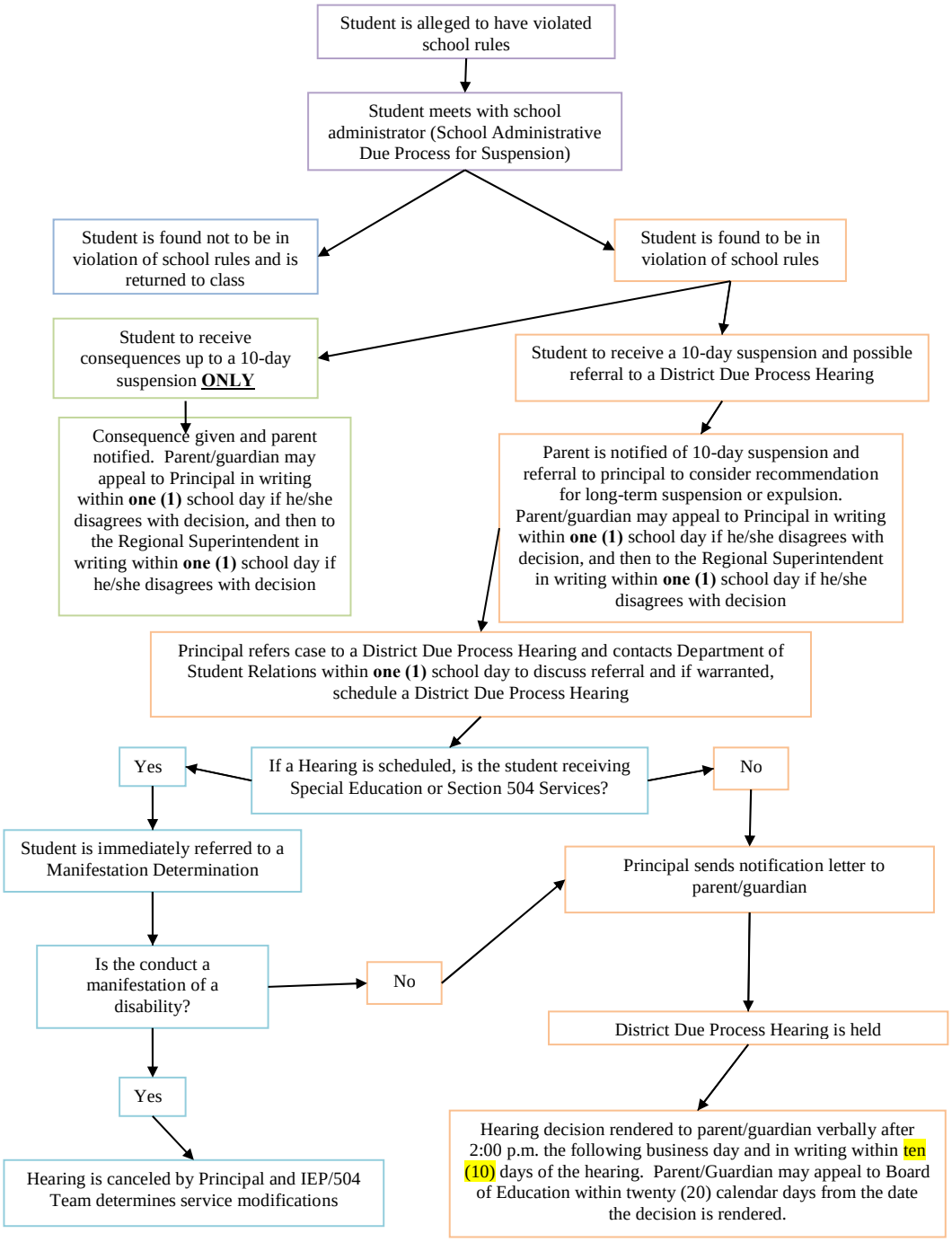
PARENTS' RIGHT-TO-KNOW (ESSA)

In compliance with the requirements of the Every Students Succeeds Act (ESSA), parents may request information about the professional qualifications of their child's teacher(s) and/ or paraprofessional(s). The following information may be requested:

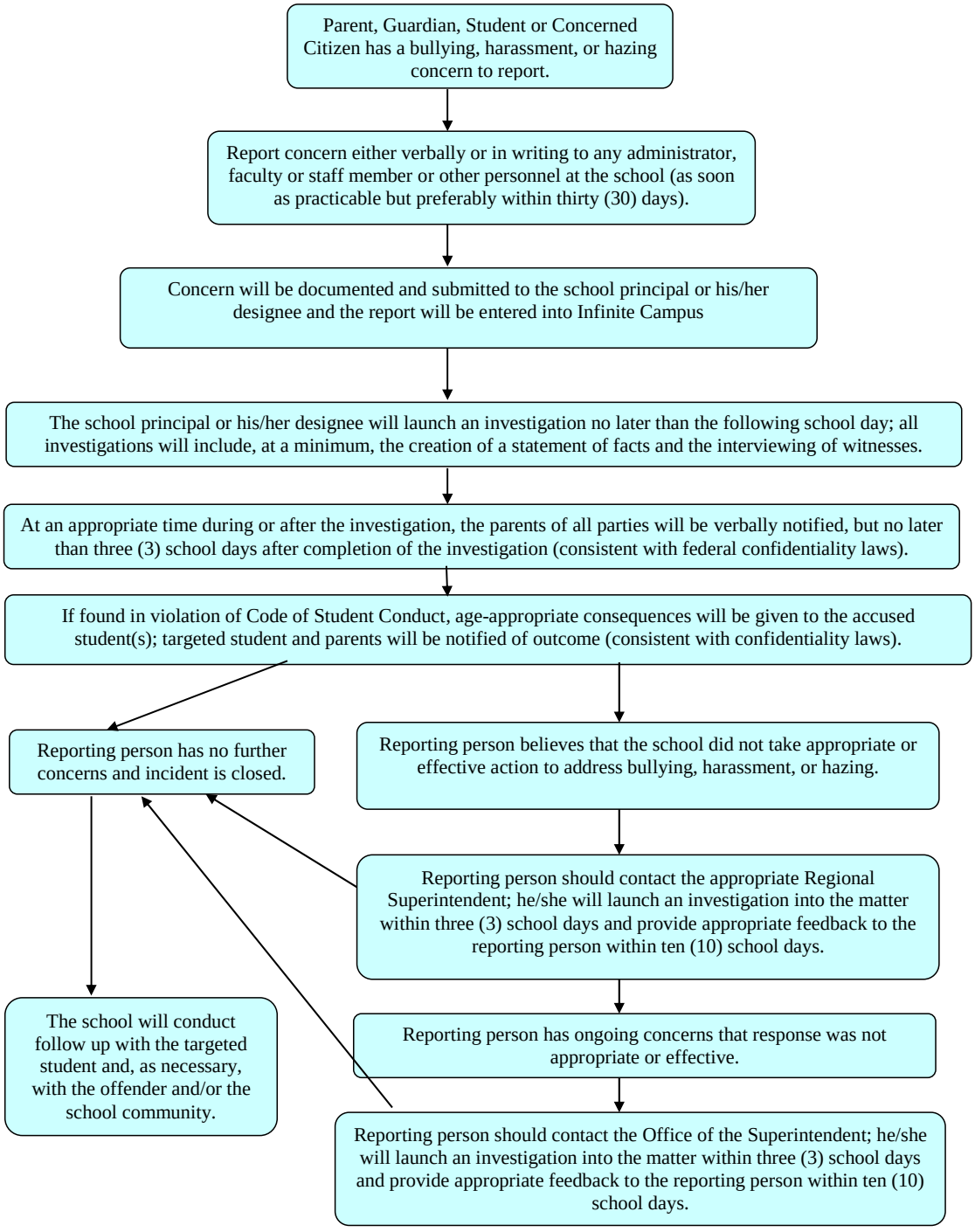
1) Whether the student's teacher -
    - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - is teaching in the field of discipline of the certification of the teacher.
2) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

If you wish to request information concerning your child's teacher's and/ or paraprofessional's qualifications, please contact the school principal.

DISCIPLINE DUE PROCESS FLOWCHART



2017-2018
BULLYING/HARASSMENT/HAZING REPORTING FLOWCHART



2017-2018
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*** ***Don't Know***

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)

□ [illegible]
□ ♦ sponsored activity or event off school property
□ [illegible]
□ [illegible] AM/PM)
□ [illegible]line

6. Place an X next to the statement(s) that best describes what happened (choose all that apply):

□ [illegible]
□ [illegible]iolence (hitting, kicking, shoving, spitting, hair pulling, or throwing something)
□ [illegible]
□ [illegible]calling, making critical remarks, or threatening, in person or by other means)
□ [illegible]
□ [illegible]ortion
□ [illegible]
□ [illegible]
□ [illegible]
□ [illegible]

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): [illegible]

___/___/_____ _____ _____
Date Submitted Print Name Signature
[illegible]er Revised 5-09-17

NOTES

Notes

Notes

"As the significant adult in the child's life while in school, teachers certainly have some degree of responsibility in maintaining discipline. Effective teaching cannot take place without discipline. However, the foundation for discipline begins at home. When teachers report a discipline problem, parents or guardians should talk to their children and to the teachers to work out a solution together.

The purpose of discipline should be to guide children toward acceptable behavior and to teach them to make wise and responsible decisions. Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions."

-National PTA

WRITTEN COMMENTS, SUGGESTIONS, OR RECOMMENDATIONS ABOUT THE CONTENTS OF THE CODE OF STUDENT CONDUCT ARE WELCOME.
THEY MAY BE SENT TO:

DEPARTMENT OF STUDENT RELATIONS
5823 MEMORIAL DRIVE
STONE MOUNTAIN, GA 30083

(678) 676-1811

DR. MELVIN JOHNSON, CHAIR

DR. R. STEPHEN GREEN, SUPERINTENDENT

It is the policy of the DeKalb County Board of Education not to discriminate on the basis of race, color, religion, national origin, disability, age, gender, sexual orientation, or gender identity, in any of the District's educational programs, activities, or practices.

EXHIBIT 12

Attach a copy of the charter school's Student Discipline Policy and Procedures, including any Positive Behavior and Intervention Supports (PBIS).

DeKalb Preparatory Academy
Discipline Plan

The DeKalb Preparatory Academy 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.

Conduct

The Board of Directors of DeKalb Preparatory Academy believes that the conduct of students 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, Golden Glide, bowling, the movies and the Bull Dog Block Party 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.
*Have not been assigned to more than three (3) Academy Homework Detention Days.

The Bull Dog Bash 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 a Bull Dog Bash each quarter.

D. P. A. Progressive Discipline Plan

The staff at DeKalb Preparatory 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 Preparatory Academy Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also, outlined are the possible consequences of engaging in such behaviors. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the consequences.

Please read and discuss these with your children. With your assistance, the school will strive to provide the best possible learning environment for all children. All students who are referred to the office for discipline reasons will make phone contact with parent during each visit.

Disciplinary procedures

The basic intent of the Code of Student Conduct is embodied in the principle that the appropriate reaction to a disciplinary problem or incident is one that reasonably holds promise of resolving the problem. The concept of discipline is to cause a positive behavioral change by the application of consequences for negative behavior. In this way, the correction of misconduct becomes part of the learning experience.

DeKalb Preparatory Academy 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 Head of School or Principal may choose to assign after-school detention to students who are guilty of persistent minor disciplinary infractions. Parents must be made aware of the assignment of detention prior to its being held.

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 another teacher's classroom to 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:

- Identify and re-focus their negative actions into positive actions.
- Speak with appropriate personnel that can provide that student with minor counseling and redirection.
- Make the necessary changes in order to return to the mainstream classroom setting.
- 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. The Head of School and/or Principal assign in-school suspension. 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 persists, the Head of School 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. This is consistent with state law and Board of Education.

Examples of Behavior
Type A Behaviors

Littering
In-unauthorized area or no hall passes
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
*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
Referral to Neighborhood School

Grounds for Suspension or Expulsion
A student may not be suspended from the academy or recommended for expulsion, unless the Head of School determines that the pupil has committed an act as defined pursuant to any of the 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 PREPARATORY ACADEMY

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 disciplinary referral with the principal or assistant principal pursuant. 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

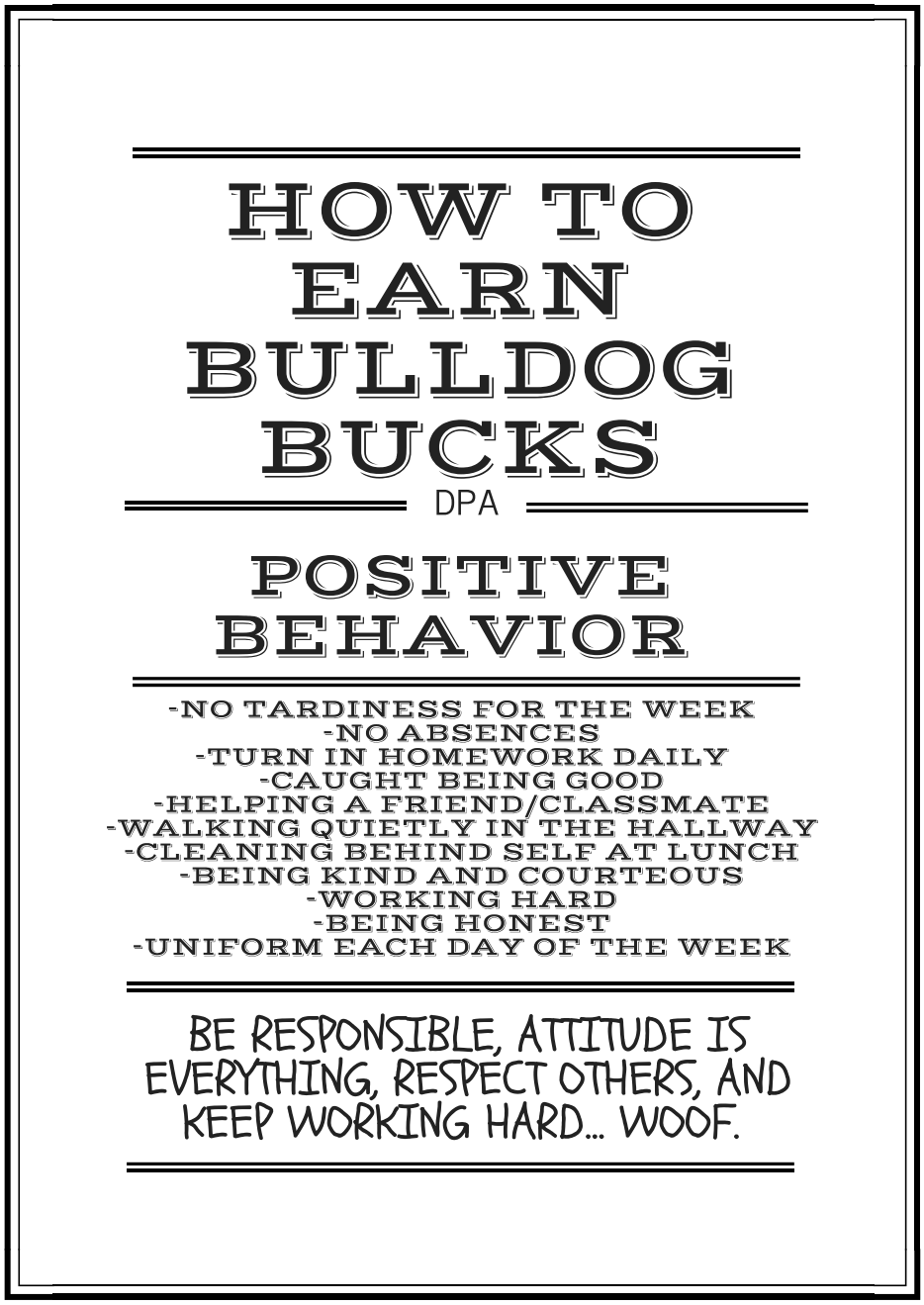
The Georgia Department of Education (DOE) requires that all Georgia public schools file annual reports with the Georgia DOE which include the age, gender, grade, race, free / reduced lunch status, and the number of students subject to the type of disciplinary or placement action in which a student was 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 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.

PBIS
Bulldog Bucks

Bulldog Bucks can be earned various ways
-no tardiness for the week
-no absences
-turn in homework
-caught being good
-helping a friend/classmate
-walking quietly in the hallway
-cleaning behind self at lunch
-being kind and courteous
-working hard
-being honest
-uniform each day of the week

Teachers are in charge of presenting student with and keeping tabs on who has earned Bulldog bucks and the number in which they have earned. Each 9 weeks the student will have to spend the bucks and start anew.
Biweekly students will have the opportunity to spend their earned bucks at the Bulldog Bank which will be a 'store' that has various prizes in it. Each prize will be worth a set amount of bucks and students will pay for the items by using their bucks.
Any student who has earned at least 10 Bulldog bucks in the 9 week term will be able to gain access to the Bulldog Bash. Bulldog bash will take place each 9 weeks. Students will be able to spend Bulldog Bucks in the Bash to receive treats such as items from the 'store', pizza, cupcakes, candy, and juice.

Please advise that students will have to learn to prioritize their spending with the Bucks because the Bucks to purchase items at Bulldog Bash will come from their earnings.
The student with the most Bulldog Bucks from each class will receive pizza, juice, and cupcakes at Bulldog Bash!
The top 5 each grade who have the most bucks earned at the end of the school will win an end of the school year trip to an undisclosed location.
Top 5 earners each nine weeks will be posted on the website and around the school.
Top 5 earners each nine weeks will have lunch with administration.
Kick off pep rally--- each 9 weeks.
Students can lose Bulldog Bucks by being in ISS, OSS and will also pay a Bulldog Fine in the amount of 15



Bulldog Bucks.

EXHIBIT 13

Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers.

Grievance Policy

DPA promotes an "Open Door" approach and an atmosphere whereby all employees can talk freely with members of the management staff. The school is interested in the success of all of our employees. However, in situations where it is felt that a formal complaint is in order, the following Grievance Procedure should be followed:

During the day-to-day operation of DPA, misunderstandings and problems that require attention may arise. Should an employee feel as though their problem has not been adequately addressed or resolved, the employee should use the following grievance procedure:

Step One: Informal Discussion

An employee having a problem, complaint, or dispute, either with a fellow employee or with a member of the administration, shall make every effort to resolve the matter through informal discussion with the person with whom s/he has the problem, complaint, or dispute, within five working days of the occurrence or cause of such matter.

Step Two: Administrative Review

If the matter cannot be resolved through informal discussion, the aggrieved employee may submit a written request for a face-to-face meeting with the Principal (or Director of Finance & Operations if they are an operations employee) and any other person or persons whose actions or decisions give rise to the matter.

The Principal or Director of Finance & Operations will schedule such meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within twenty-four hours after such meeting, the Principal or Director of Finance & Operations will issue a written recommendation as to how the matter should be resolved. All parties present at the meeting shall receive copies of the written recommendation.

Step Three: Review by the Head of School

If the aggrieved employee remains unsatisfied after undergoing the administrative review process, s/he may, within ten business days after his/her receipt of the Principal's or manager's written recommendation, file a written grievance, either electronically or through the regular mail, with the DPA Head of School.

The Head of School will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and informing the aggrieved employee of a meeting by which the employee can disclose the grievance to the Head of School. After such meeting, within five business days, the Head of School, will issue a written response to the grievance as to how the matter should be resolved.

Step Four: Review by the Board of Directors

If the aggrieved employee remains unsatisfied after undergoing the administrative review process s/he may, within ten business days after his/her receipt of the Head of School's written response, file a written grievance, either electronically or through the regular mail, with the Chair of the Board of Directors. The Chair will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and informing the aggrieved employee of a meeting by which the employee can disclose the grievance to the Board Executive Committee (within 30 days of receipt of the grievance by the Board Chair). The aggrieved employee shall have the right to bring an attorney or other advocate to represent him/her, voice his/her complaints, and bring witnesses to support his/her position. After such meeting, within five business days, the Board will issue a written response to the grievance as to how the matter should be resolved. The Director of Finance & Operations, Head of School, and the aggrieved employee will receive a copy of

the Board's written decision. The Board will have the ultimate and final decision in the grievance process.

All employees are encouraged to take advantage of the formal grievance procedure for issues that cannot be resolved informally, without fear of reprisal as the result of exercising this option.

Anti-Retaliation

DPA strictly prohibits and does not tolerate unlawful retaliation against any employee by another employee. All forms of unlawful retaliation are prohibited, including any form of discipline, reprisal, intimidation or other form of retaliation for participating in any activity protected by law. Examples of protected activities include, but are not limited to:

- Submitting a good faith internal complaint (written or oral) specifically opposing unlawful discrimination or harassment.
- Filing a good faith complaint of unlawful discrimination or harassment with the US Equal Employment Opportunity Commission (EEOC), the Georgia Commission on Equal Opportunity, or in court.
- Participating in DPA's internal investigation into allegations of sexual harassment.
- Supporting another employee's internal or administrative complaint of unlawful discrimination.
- Filing a good faith complaint with the US Department of Labor (DOL), Georgia Department of Labor, or in court about wage and hour violations or unfair pay practices, or participating in a wage and hour investigation or audit conducted by the DOL or state or local administrative agency.
- Requesting an accommodation under the Americans with Disabilities Act.
- Requesting or taking leave under the Family and Medical Leave Act.

The examples above are illustrative only, and not exhaustive. No form of retaliation for any protected activity will be tolerated.

EXHIBIT 14

Attach a copy of the charter school's Employee Policies and Procedures.

Staff Handbook
2018-2019

Welcome to DeKalb Preparatory Academy

Thank you for joining the DeKalb Preparatory Academy ("DPA") team. You have a contribution to make towards the education of our students, and we sincerely hope that your employment will be a professionally rewarding and a personally satisfying experience. We look forward to your contributions to the DPA team as we create opportunities for our students to become successful lifelong learners.

You have joined an organization with an established reputation for excellence in education. We value you and give kudos to Executive Administration for selecting the highest in qualified staff, offering superb instruction and service to deliver the results in education to the DeKalb community & stakeholders. We are excited, and ready to provide you with exceptional peer support and inclusion, enabling you to take pride in your contribution as an employee DPA. As Chair, and on behalf of DPA's Board of Directors, I extend to you my best wishes for professional success and personal satisfaction.

Sincerely,

Suzette Arnold
DPA Board Chair

About This Handbook

The DPA Employee Handbook ("Handbook") is written to serve as a guide for the employee/employer relationship. This Handbook applies to all teachers and staff at DPA. Additionally, contractors of DPA, who work on the school premises, are also expected to comply with the applicable terms and conditions of this Handbook.

This Handbook contains general information and guidelines and is subject to revision annually. It is intended to be comprehensive and to address all possible applications of, or exceptions to, the general policies and procedures described herein. Therefore, the Executive Staff of DPA reserves the right to revise as needed.

Should there be any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice, you should address your specific questions to the Principal, or to the Head of School, or the Director of Finance & Operations. You are responsible for reading, understanding, and complying with all of the provisions of this Handbook. Our objective is to provide you with a work environment that is constructive to both professional and personal growth.

I am personally excited about you joining our team and becoming an important part of our mission-driven organization. I look forward to another successful year of educating and nurturing our students here at DPA and to getting to know you as a person and educator.

Sincerely,

Christopher Estes
Head of School

DeKalb Preparatory Academy
Statement of Diversity

DeKalb Preparatory Academy does not discriminate in admission practices but admits students of any race, color, sex, religion, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. DeKalb Preparatory Academy does not discriminate based on race, color, sex, religion, disability, age, medical condition, marital status, political affiliation, sexual affiliation, veteran status, national and ethnic origin, or any other improper reason in administration of its educational policies, admission policies, and other school administered programs.

DeKalb Preparatory Academy
Mission Statement

TO SHINE LIGHT INTO DARK CORNERS

DeKalb Preparatory Academy believes all students can learn and our mission is to collaboratively design ways to deliver excellence in education to students in a manner that empowers students to cultivate knowledge and learn to think critically and act collaboratively and compassionately.

ADMINISTRATION

DPA's Executive & Administrative team is eager to serve you in our mission to deliver excellence in world-class education to our students. Satisfaction in your position is DPA's highest priority, we are proud to boast an environment that fosters diversity and inclusion. Therefore, we will clearly communicate our expectations and provide the tools for your continued success.

Additionally, we will strategically align all expectations with district wide goals to meet or exceed student achievement benchmarks, and statewide standards.

Finally, as a member of our team, your inclusion and engagement play a critical role in these efforts. We welcome insightful input and will provide forums throughout the year that will offer opportunities for collaboration and conversations on our road to achieving success!

- Christopher Estes, Head of School - cestes@DeKalbprepacademy.org
- Carla Pettis, K-8 Principal – cpettis@DeKalbprepacademy.org
- Selina Dukes-Walton, K-8 Assistant Principal – sdukes-walton@DeKalbprepacademy.org
- Monica Brown, Executive Director of Curriculum & Assessment mbrown@DeKalbprepacademy.org
- Susan Wright, Director of Finance & Operations – swright1@DeKalbprepacademy.org
- Vacant, Business Manager
- Angela Rodgers, Administrative Assistant – arodgers@DeKalbprepacademy.org
- Mattie Reid, Registrar – mreid@DeKalbprepacademy.org

School Contact information:
www.DeKalbprepacademy.org
1409 Austin Drive
Decatur, GA 30032
Main Phone - 404-937-2000
Fax – 404-937-2020

Privacy

DPA has established procedures to safeguard the privacy of our staff and students' therefore we maintain and safeguard all health and personal information and similar files. We act as the custodian of such information and refuse the release of information to protect personal privacy as defined in both FERPA and HIPA laws.

Employees having access to such information, either directly or indirectly, will comply with federal and state records law regulations. Employees must comply with both the Family Educational Rights and Privacy Act (FERPA), regarding personal data includes (and not limited to) the following:

- Social Security Number (SSN)
- Date of Birth (DOB)
- Home Address
- Home Phone Number
- Physical Description
- Medical History
- Gender and Ethnicity

Employees must also comply with the HIPAA (Health Insurance Portability and Accountability Act) regulations as it relates to transmitting, receiving and handling protected health information either through a client-work relationship or as a function of the job.

Business Conduct, Professional Conduct and Ethics in Testing

Testing
An educator shall administer state mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

Reporting
Educators are required to report a breach of one or more of the "Business Conduct, Professional Conduct and Ethics in Testing" areas as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.

All educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct.

Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.). The Commission will then notify the local and state officials of all disciplinary actions. In addition,
suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

Disciplinary Action

The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder.

Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. Unethical conduct as outlined in the business & testing conduct.

2. Disciplinary action against a certificate in another state on grounds consistent with those specified above or;

4. Notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance.

5. Suspension or revocation of any professional license or certificate;

6. Violation of any other laws and rules applicable to the profession; and

7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

8. An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The Head of School and the educator designated by the Head of School/Local Board of Education shall be responsible for assuring that a teacher or instructor whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district.

I have received and read DPA's policies relating to Ethical Conduct and Standards, Code of Conduct, Professional Code of Ethics in Testing. I understand and will agree to abide by these policies.

Acknowledgement

By signing this acknowledgement, I hereby confirm my understanding and agreement to abide by all policies set forth by DPA.

_____

Employee's Printed Name

_____ _____

Employee's Signature Date

I. GENERAL EMPLOYMENT INFORMATION

Contracts

All DPA employees are employed in accordance with their annual contract (10-month employees) or employment offer letter (12-month employees). No tenure or right of continued employment is created through this handbook. In accordance with Georgia law, all employment relationships are at at-will.

All policies and procedures outlined in the Handbook are subject to change at any time throughout the year. Should any changes occur during the year, DPA will communicate the changes to all employees in a timely manner.

Should an employee have questions about the information contained in this Handbook or other HR matters, including payroll and benefits, they should contact the Director of Finance & Operations or the Business Manager.

Evaluation

DPA uses the Teacher Keys Effectiveness System ("TKES") for all instructional staff, the Leaders Keys Effectiveness System for all members of the instructional leadership team, and an internal evaluation rubric based off of TKES for operational staff. All staff members undergo a year-long evaluation process that includes regular feedback from a designated manager, frequent review of practice (in the form of review of deliverables, observations, and data collection), and quarterly conferences with the supervisor to review data and progress against goals to date. All staff members' performance is evaluated against the TKES competencies and requires annual growth toward a defined goal and self-assessment on that growth. Teachers and other staff members who are not making adequate annual growth will be placed on a performance plan with more intensive support to meet their goals.

Timeline

- August/September: Goal setting and pre-evaluation conference
- December-January: Mid-year review
- May-June: Final evaluation and completion of annual review

*Performance Improvement Plan*s

In the event that a staff member has not made adequate progress on goals within the year, s/he will work with his/her supervisor to develop a Performance Improvement Plan (PIP). A PIP serves as a roadmap which details strategies and tactics for the employee's targeted improvement.

A staff member on a PIP will participate in increased observation by their supervisor and may have additional responsibilities, duties or requirements aimed at supporting a successful resolution to the specified issue or challenge. The PIP can apply to any employee in the organization.

If the supervisor fails to see improvement in the employee's behavior or performance, the employee is subject to further consequences, up to and including termination.

Employee Classifications

Full-time Employees

Employees that work 30 or more hours per week are classified as Full-time employees. There are two categories of Full-time employees: (1) **10-month** classroom and related staff that work based on the annual school calendar; and (2)**12-month** administrative staff that work year-round. Full-time employees of either category are eligible for all benefits offered, provided that they meet the qualifications outlined for each benefit. Full-time employees are compensated on either a salaried or hourly basis in accordance with federal and state law.

Part-time Employees

Employees that work less than 30 hours per week and/or less than the full year are classified as Part-time employees. Part-time employees are not eligible for the benefit package offered by DPA. All Part-time employees are compensated on an hourly basis.

Compensation and Benefits

DPA endeavors to pay all employees' wages that are competitive with other employers in the marketplace in a way that will be motivational, fair and equitable. Compensation may vary with individual performance in compliance with all applicable statutory requirements. DPA applies the same principles of fairness to all employees regardless of organizational level, race, religion, color, national or ethnic origin, age, sex, sexual orientation, marital status, citizenship status, disability, genetic predisposition or carrier status, status in the uniformed services of the United States (including veteran status), or any other category protected by law.

All staff members' compensation, including annual salary, paid benefits, and paid time-off (PTO) allocations are articulated in the annual contract or employment offer letter. All eligible employees of DPA who enroll in benefits will start receiving medical, dental, basic life insurance, and vision coverage on the first day of the month following a thirty (30) day waiting period which begins on their first day of employment.

Staff members are not compensated for missed time that exceeds the allocation of PTO days accrued. Staff members who are frequently tardy or leave early will be docked for that missed time.

The benefits package for DPA staff is competitive and is managed through the Director of Finance & Operations. All full-time staff receive fully paid health, life, dental, vision, short-term disability, and accidental death and dismemberment insurances, as well as contributions to the Teachers Retirement System of Georgia (TRSGA). Staff members may also obtain coverage for dependents (at their expense) through the Director of Finance & Operations.

In 2018/2019 a reimbursement stipend for waiving health care is limited to $1,000 per annual upon proof of adequate coverage and a wait out period of 9o days to be in installment payments not to extend beyond the current fiscal year.

The Internal Revenue Service (IRS) states that eligible employees may only make elections to the insurance plan during their initial eligibility period or once a year at open enrollment. Pre-tax benefit choices are binding through the end of the plan year, August 31.

Life changing events may result in midyear changes to health care upon documentation of such event(s):

- Marriage
- Death of a Spouse
- Divorce
- Death of a Dependent
- Birth or Adoption of a Child

- Loss of Dependent Status
- Loss of Spouse's job where coverage is maintained through the spouse's plan

These special circumstances, often referred to as qualifying events, allow you to make plan changes at any time during the year in which they occur. The changes must be made within thirty (30) days of the event in order to make the qualified change. If changes are not communicated within thirty (30) days of the event, the employee will not be able to enroll until open enrollment in August. All other changes will be deferred to open enrollment.

All DPA employees are compensated on a semi-monthly basis (15th and last working day of the month) with a one pay period lag. For example, for the period of January 1st through 15th, the payment will be made on January 30th. Employees that start or leave during a pay period will have their pay prorated accordingly. If the 15th falls on a weekend, payment will be made on the Friday prior. 10-month employees will be paid out over a 12-month period as described in the annual contract. 10-month employees that start or leave during the school year will have their compensation prorated accordingly.

Background Checks and Fingerprints

To provide for the safety and security of DPA students, employees and visitors, all DPA employees must obtain a favorable criminal background check prior to beginning employment. DPA requires all employees to obtain an updated background check annually through an approved vendor.

If either an applicant or an existing employee has been convicted of any crime, the Director of Finance & Operations and the Head of School will determine if employment is possible based on the following objective criteria: the position applied for; length in position; contact with students; type of crime(s), quantity of crime(s), date(s), and relation to performance of duties. An applicant or existing employee convicted of a felony that involves harm against a minor will not be eligible for employment or will be subject to termination if they are a current employee. Applicants and existing employees have an ongoing obligation to notify their leader within three days of all arrests and convictions excluding minor traffic violations.

Overtime and Hours

All employees are classified as either "exempt" or "nonexempt" contingent upon the funding source and position description. No employee is eligible for overtime pay, all hours worked in excess of the normal business day may be granted comp time (non-compensatory pay) with prior approval.

All salaried employees are paid according to their annual contracts or employment offer letters. For those staff whose absences exceeds their accrued PTO, the Director of Finance & Operations will notify staff of the deduction from the paycheck for substitute coverage.

Hours compensated for benefits such as sick time, holidays, jury duty, or vacations are not considered as actual time worked for purposes of identifying earned time.

Taxes and Other Withholdings

The law requires withholdings based on an employee's completion of the federal and state allowance documents (W-4 and G-4 forms). The amount withheld will vary according to IRS forms and the number of exemptions that the employee claims. Should an employee's tax status change, the employee is responsible for informing the Director of Finance & Operations and the IRS.

The payroll service provider makes deductions from staff's pay and forwards the amount, along with the organization's equal contribution, to the staff's Social Security and Medicare accounts. Eligible employees who participate in TRSGA are exempt from Social Security, but not from Medicare.

- FLSA (Fair Labor Standards Act): All employees who work in excess of their regularly scheduled time must be additional assignments and hours approved before working with the understanding that additional hours will be earned as comp time. Comp time must be approved prior to taken to eliminate taking off at "Critical times" and cannot be used to extend holidays and school shut down due to federal and state shut down days.

- Teachers Retirement System of Georgia (TRSGA): As a public school in the State of Georgia, qualifying employees at DeKalb Preparatory Academy are required to participate in the Teachers Retirement System (TRSGA). The employee contribution amount as determined by TRSGA will be withheld from each paycheck and submitted to TRSGA on a monthly basis. The current employee contribution is set at 6% of the employee's salary. The TRSGA contribution is subject to change each year. For more information about TRSGA, employees should visit the TRSGA website: www.trsga.com.

Workers' Compensation Information

DPA offers a comprehensive workers' compensation policy at no cost to its employees. This policy covers injury, illness, or death sustained in the course of employment.

Should an employee experience an incident while on site at DPA, they must inform their supervisor and the Director of Finance & Operations immediately after the incident to complete a Notification of Injury Form. The employee is then required to see one of the physicians on the Physicians List posted in the school's front office or break-room. If the employee chooses not to go to one of those doctors listed on the Physicians List, s/he risks his or her claim not being accepted by the insurance company.

DPA requires all contractors to provide appropriate certificate of liability coverage holding harmless DPA and listing DPA as an additional insured on the policy.

Arrival and Tardy Procedures

All DPA employees are expected to arrive to work on time each day as defined in their employment contract or understood as discussed with his/her supervisor.

If a staff member expects to be late for any reason, that staff member is required to call the Principal (if he or she is a school-based employee) or his/her supervisor's cell phone as soon as possible. Calling other teachers or the office staff is not an acceptable substitute for communicating directly with the Principal or direct supervisor.
If a homeroom teacher expects to be late for any reason, s/he must also call another member of the staff who is not a homeroom teacher to arrange for his/her duties to be covered until s/he arrives, in addition to the Principal.

Upon arrival in the building, "All" staff are required to clock in. Staff will be considered late if (a) they do not clock in, or (b) they clock in after their scheduled arrival time. In the event that the clock in system is not working, employees are expected to demonstrate integrity when reporting their arrival time via email to the Business Manager. The official time clock will be used to determine arrival time. Instances of lateness will be excused in the same cases when tardiness is excused for students: pre-approved doctors' appointments, pre-approved court dates, personal car accidents or other car accidents that cause traffic delay, other emergencies as determined by the Principal or supervisor.

Employees reporting late will be held accountable in the following ways:

- Verbal warning
- Formal written warning
- Employee placed on PIP
- Employees who continue to report to work late after being placed on a PIP risk losing a quarter PTO day per tardy and other disciplinary actions up to and including termination

Employee Leave

This section describes DPA's policy on granting PTO leave. Except in the cases of federal holidays and the leave described by the Family and Medical Leave Act of 1993, eligibility for leave is not automatic. Each employee has the responsibility to request PTO leave time from the Principal or their supervisor as soon as possible and to establish that leave has been approved.
While DeKalb Preparatory Academy will continue to make reasonable efforts to provide leave benefits as they are described in this section, it reserves the right to modify or terminate any leave benefit now in effect.

Teacher Absenteeism

Upon immediate determination that you will not be able to report for work please contact the principal and contact "Charter School Substitute Teacher Network by calling 404-200-1048 to request a substitute teacher for the day. Please identify yourself and the school name.

Paid Time-off (PTO)

DPA considers all personal leave (vacation, sick, personal) as Paid Time-off (PTO). Temporary and party-time employees are not entitled to PTO. Full time employees are not eligible to use PTO until they have completed 30 days of employment at DPA. All Full-time 10-month employees will accrue ½ day of PTO for each full pay period worked. All Full-time 12-month employees will accrue 1 day of PTO for each full pay period worked. Employees that only work part of a pay period do not earn any PTO for that pay period unless they are on an approved leave of absence. As stated above, all PTO should be approved in advance whenever possible. In the case of the illness of the employee or an immediate family member, a doctor's excuse may be requested for absences of 3 days or more or in the case of excess absences throughout the year.

All PTO earned in each fiscal year, July 1 to June 30, should be used within that year. Unused PTO can be banked for TRSG purposes but cannot be rolled over to the next year for use or payment. Unused PTO cannot be paid out under any circumstances. Requests to use PTO before it is earned will be evaluated on a case-by case basis and will be subject to repayment by the employee if the employee terminates employment for any reason prior to earning enough PTO to cover the time taken in advance. If an employee leaves DPA prior to refunding his/her PTO time, the employee acknowledges and agrees that DPA may deduct an amount equal to the borrowed PTO time from the employee's final paycheck.

Critical Days

At the beginning of each school year, the Principal, Head of School, and Director of Finance & Operations will identify "critical days" for which staff members are restricted from using their PTO days.

- Critical days may include the day(s) before or following a holiday or standardized testing days.
- Unless otherwise approved, staff members who take off during "critical days" will not be paid.

Additionally, an employee may not take a personal day or sick day in lieu of a professional work day where that professional work day is the last professional work day before or the first professional work day after a scheduled vacation day for such employee, or a school break, any other policy or benefit to the contrary
and for any sick day.

In the event an is ill before or after a school employee must provide the Head of School with a valid medical excuse for that day signed by a licensed medical doctor or same shall be treated as an unexcused absence. If an employee is absent the day before or the day after a school break or holiday and does not provide a medical excuse the employee will not be paid for the day missed or for holiday or break.

In addition, the employee will be expected to participate in school-sponsored activities and events that promote family and community engagement as needed and at the direction of the Head of School during the work year and during the professional work day.

Bereavement Leave

Following the death of an immediate family member (defined as spouse, parent, sibling, spouse's parent, step-parent, grandparent, spouse's step-parent, spouse's grandparent, child, step-child, grandchild, or domestic partner), an employee is eligible for up to three (3) bereavement days that will not be deducted from their PTO days. Leave may also be granted for absences due to the death of any other person residing with the employee, at the sole discretion of DPA.

If needed, additional days may be taken from the employee's PTO days. Following the death of an extended family member or close, non-family member, employee may use their PTO days for this time, not bereavement days. Documentation may be required.

Jury Duty & Armed Services Reservists

DPA encourages all employees to serve when called for jury duty. If an employee receives a jury summons, the employee must notify his or her supervisor immediately and provide a copy of the proof of jury service and copy of the check issued by the issuing court/government system. When an employee (hourly or salaried) is summoned for jury duty, DPA will:

- Pay the employee's regular salary for the days served based on what their schedule would have been on that day. The employee will not lose any regular pay due to jury duty however proof of service must be turned for verification.
- Consider the employee's jury duty pay as payment for extra expenses incurred. If the court subpoenas the employee as a witness for personal reasons, the employee must use their PTO time and submit a request to their supervisor for approved leave for the day(s) involved. The employee must report to work on days or partial days when he or she is not required to report for jury duty, or if released early in the day or early in their term of service.

Organized Reserve Forces - Any person who is a member of a reserve component of the Armed Forces of the United States will be granted, in accordance with Section 59 of Chapter 33 of the General Laws, a leave of absence, without loss of pay, during the time of his/her annual tour of duty, provided that such leave does not exceed 18 days. Employees must provide DPA with advanced notice of their need for leave, except when military necessity prevents the giving of notice or the giving of notice is otherwise impossible or unreasonable. Notice may be written or oral and must be provided by the employee or an appropriate officer of the branch of the military in which the employee will be serving.

Reemployment is according to the provisions of state and federal law. In general, an employee will be reinstated if the cumulative length of the absences does not exceed five (5) years and the separation from military service was under honorable conditions. This five (5) year limitation does not apply to reservists and National Guard members reporting for their two-week (or other standard duration) annual training sessions or monthly weekend drills.

Upon returning to work, any employee who has been absent for military service for thirty-one (31) days or more must submit a timely application for reemployment as well as documentation showing that the employee has not exceeded the five-year service limitation and that the employee's separation from service was under honorable conditions. DPS reserves the right to reemploy the employee in a similar, but not necessarily identical, position.

An employee who does not report to work or reapply for work within the prescribed time periods is subject to discipline, up to and including discharge, or a decision not to reemploy the employee. An employee eligible for military leave may elect to use any accrued vacation time or other accrued paid leave time (excluding sick leave) instead of taking leave without pay.

Family and Medical Leave Act (FMLA) of 1993

The Family and Medical Leave Act (FMLA) of 1993 entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Employees may be required to use accrued vacation and sick time concurrently with FMLA, if available. Eligible employees are entitled to 12 workweeks of leave in a 12-month period for:

- the birth of a child and to care for the newborn child within one year of birth;
- the placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
- to care for the employee's spouse, child, or parent who has a serious health condition;
- a serious health condition that makes the employee unable to perform the essential functions of his or her job;
- any qualifying exigency arising out of the fact that the employee's spouse, child, or parent is a covered military member on "covered active duty;" or

- Twenty-six workweeks of leave during a single 12-month period to care for a covered service member with a serious injury or illness who is the spouse, child, parent, or next of kin to the employee (military caregiver leave).

To be eligible for FMLA leave, an employee must work for the organization for at least 12 months and have contributed 1,250 hours of service within the previous 12 months. The 12-month period is measured by looking at the 12-month period immediately prior to the date on which leave is requested.

DPA requires employees who need to take FMLA to formally request it by completing a Request for FMLA Form (contact the Business Manager for the form) at least two weeks (or as soon as practicable) prior to needing the leave time.

Staff members are also required to inform their supervisor (or Principal) about the need to request FMLA as soon as possible. If an employee fails to give proper notice for leave, DPA may delay the taking of leave.

The 12 weeks of FMLA will be a combination of paid and unpaid leave. DPA employees are required to use all of their unused leave time and donated day(s) as part of the FMLA leave of 12 weeks. During the leave, health benefits will remain in effect if the employee continues to still pay their premium portion. If an employee fails to maintain insurance premium payments or elects not to continue coverage during the leave period, their coverage will be canceled. The employee may continue health coverage under COBRA. Employees are eligible to receive pay for scheduled breaks while on leave. The employee will be required to inform his or her manager (or Principal) and the Business Manager when expected to return to work.

Upon return from FMLA leave, DPA will make every effort to place the employee in his/her original or equivalent position. For employees not eligible for leave under FMLA, DPA will review business considerations and the individual circumstances involved before leave may be granted. If granted, these employees are required to use all of their unused leave.

Disability Accommodations

DPA complies with the Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act (ADAAA), and all applicable state and local fair employment practices laws and is committed to providing equal employment opportunities to qualified individuals with disabilities. Consistent with this commitment, DPA will provide a reasonable accommodation to disabled applicants and employees if the reasonable accommodation would allow the individual to perform the essential functions of the job, unless doing so would create an undue hardship.

If the employee believes they need an accommodation because of their disability, you are responsible for requesting a reasonable accommodation from [INSERT]. You may make the request orally or in writing. DPA encourages employees to make their request in writing and to include relevant information, such as:

- A description of the accommodation you are requesting.
- The reason you need an accommodation.
- How the accommodation will help you perform the essential functions of your job.

After receiving your oral or written request, DPA will engage in an interactive dialogue with you to determine the precise limitations of your disability and explore potential reasonable accommodations that could overcome those limitations. DPA encourages you to suggest specific reasonable accommodations that you believe would allow you to perform your job. However, DPA is not required to make the specific accommodation requested by you and may provide an alternative, effective accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on DPA.

Weather-related or Unexpected School Closures

If the school is closed unexpectedly for an inclement weather day(s), all employees may be required to make up the work day during the year.

In the event of inclement weather, DPA Schools will follow the closure decisions and timing of DeKalb County School District ("DCSD"). Staff are encouraged to watch their local news or listen to local radio for closure announcements. In addition, the DCSD website often provides timely information on closures. The Principal may also close DPA due to any emergency that threatens the safety, welfare, or health of students or employees.

When operations are officially closed due to emergency conditions, DPA Schools will compensate employees for their established work schedules. Essential personnel may be required to report to work if weather conditions permit. In this instance, essential personnel will be notified by their supervisor. If an emergency closing has not been authorized, employees who fail to report for work will not be paid for the time off. Staff who have already scheduled PTO or are on approved leave (i.e., FMLA) during an inclement weather day(s) or other unexpected school/office closure, will be required to use their already scheduled PTO or leave time.

II. THE WORKPLACE ENVIRONMENT

Professional Dress and Appearance

The way employees look, and dress is vital to our organization and to the ability to serve as role models for DPA. Due to our schools' frequent interaction with students, parents, and the general public, a high standard of personal appearance is expected of employees. Employees' attire while at DPA is to be appropriate to the extent that no distracting or disruptive attention or reaction on the part of others is anticipated or caused. Any clothing that has words, terms, or pictures that may be offensive to other employees is unacceptable.

Both male and female employees should choose clothing appropriate for a professional business setting. An employee

who is inappropriately dressed, in the opinion of the principal/supervisor, may be sent home and required to return to work in acceptable attire.

Appropriate and/or Inappropriate Attire

Appropriate dress at DPA includes, but is not limited to:

- Business suits/coordinated pants suits
- Collared shirts with and without ties
- Skirts, Dresses, Slacks, Sweaters, Blouses, Knit tops, Jackets
- Shirts with school-related insignia
- Attire in accordance with the environmental requirements for specific job assignments

Inappropriate dress includes, but is not limited to:

- Shorts (except for physical education)
- Jeans of any color (with the exception of school authorized casual days)
- Immodest dress such as clothing which is too short (more than three inches above the knees) or tight or otherwise revealing
- Oversized tee shirts and undershirts
- Leggings worn as pants/spandex
- Tank tops
- See-through clothing
- Spaghetti straps without a jacket
- Clothing that exposes the midriff
- Extremely low-cut dresses and blouses
- Exercise sweat suit (except for physical education)
- Flip flops
- Sneakers (with the exception of physical education and school authorized casual days)
- Unclean or stained clothing
- Hats, head scarves, or head wraps; unless for religious reasons/observances
- Other attire as deemed inappropriate by the Head of School or designee

Personal Relationships in the Workplace

DPA is committed to maintaining a positive work environment that encourages all employees to perform at their highest level and that supports career advancement on the basis of relevant factors such as ability and work performance. Any such relationship may, therefore, be contrary to the best interests of DPA, and, as a result, DPA strongly discourages such relationships and conduct.

In accordance with this commitment, DPA employees may not: (1) directly or indirectly supervise employees with whom they have a familial or dating relationship;

(2) influence or attempt to influence decisions affecting the terms and conditions of employees with whom they have familial or dating relationship (including but not limited to decisions regarding hiring, promotion or termination); or
(3) influence or attempt to influence the award of contracts to vendors with whom they have a familial or dating relationship.

For purposes of this policy, a "familial relationship" means a relationship between members of the same family or household. A "dating relationship" means a relationship between individuals engaged in a romantic or sexual relationship. Any questions concerning this policy or its applicability in specific situations should be referred to the Director of Finance & Operations or the Head of School.

If any DPA employee enters into a familial or dating relationship with an employee under his or her direct or indirect supervision, the parties must promptly notify the Director of Finance & Operations or Head of School. In situations where the Head of School approves such staffing arrangements, procedures will be implemented to ensure that decision making is not influenced by any potential conflict of interest. Failure to report the existence of a familial or dating relationship in compliance with this policy may result in disciplinary action up to and including termination. This policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

Employment Eligibility Verification and Personnel Records

In compliance with the Immigration Reform and Control Act of 1986 ("IRCA") and any other applicable federal, state, or local laws, DPA is committed to employing only those who are authorized to work in the US and will not discriminate on the basis of national origin or citizenship in hiring, recruiting, or terminating employees.

Every employee of DPA must adhere to all aspects of this policy. Failure to comply with IRCA may subject DPA and any responsible individuals to civil monetary or criminal penalties.

DPA maintains a personnel record for each employee containing work related information. These files are confidential and are open only to the employee, their supervisor, Principal, Head of School, Director of Finance & Operations, and/or Business Manager. It is the employee's responsibility to supply DPA with accurate information. Employees are required to inform the Business Manager and the school as personal information changes throughout the year.

Employees must provide DPA with the following documentation for their personnel files:

- Personal information, which may include home and mobile phone numbers, home address, etc.
- Transcripts or other proof of graduation from any colleges or universities from which employees received a post-secondary degree
- Documentation of any professional certifications or licenses
- Criminal background check

Documentation for personnel files continued :

- Resume
- Emergency contact information
- Employment verification/Annual contract

Grievance Policy

DPA promotes an "Open Door" approach and an atmosphere whereby all employees can talk freely with members of the management staff. The school is interested in the success of all of our employees. However, in situations where it is felt that a formal complaint is in order, the following Grievance Procedure should be followed:
During the day-to-day operation of DPA, misunderstandings and problems that require attention may arise. Should an employee feel as though their problem has not been adequately addressed or resolved, the employee should use the following grievance procedure:

Step One: Informal Discussion

An employee having a problem, complaint, or dispute, either with a fellow employee or with a member of the administration, shall make every effort to resolve the matter through informal discussion with the person with whom s/he has the problem, complaint, or dispute, within five working days of the occurrence or cause of such matter.

Step Two: Administrative Review

If the matter cannot be resolved through informal discussion, the aggrieved employee may submit a written request for a face-to-face meeting with the Principal (or Director of Finance & Operations if they are an operations employee) and any other person or persons whose actions or decisions give rise to the matter.

The Principal or Director of Finance & Operations will schedule such meeting to occur within five business days of his/her receipt of the request. At such meeting, each party will have the opportunity to be heard and to request relief. Within twenty-four hours after such meeting, the Principal or Director of Finance & Operations will issue a written recommendation as to how the matter should be resolved. All parties present at the meeting shall receive copies of the written recommendation.

Step Three: Review by the Head of School

If the aggrieved employee remains unsatisfied after undergoing the administrative review process, s/he may, within ten business days after his/her receipt of the Principal's or manager's written recommendation, file a written grievance, either electronically or through the regular mail, with the DPA Head of School.

The Head of School will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and informing the aggrieved employee of a meeting by which the employee can disclose the grievance to the Head of School. After such meeting, within five business days, the Head of School, will issue a written response to the grievance as to how the matter should be resolved.

Step Four: Review by the Board of Directors

If the aggrieved employee remains unsatisfied after undergoing the administrative review process s/he may, within ten business days after his/her receipt of the Head of School's written response, file a written grievance, either electronically or through the regular mail, with the Chair of the Board of Directors. The Chair will respond within five working days of his/her receipt of such grievance, by acknowledging such receipt to the aggrieved employee, and informing the aggrieved employee of a meeting by which the employee can disclose the grievance to the Board Executive Committee (within 30 days of receipt of the grievance by the Board Chair). The aggrieved employee shall have the right to bring an attorney or other advocate to represent him/her, voice his/her complaints, and bring witnesses to support his/her position. After such meeting, within five business days, the Board will issue a written response to the grievance as to how the matter should be resolved. The Director of Finance & Operations, Head of School, and the aggrieved employee will receive a copy of the Board's written decision. The Board will have the ultimate and final decision in the grievance process.

All employees are encouraged to take advantage of the formal grievance procedure for issues that cannot be resolved informally, without fear of reprisal as the result of exercising this option.

Anti-Retaliation

DPA strictly prohibits and does not tolerate unlawful retaliation against any employee by another employee. All forms of unlawful retaliation are prohibited, including any form of discipline, reprisal, intimidation or other form of retaliation for participating in any activity protected by law. Examples of protected activities include, but are not limited to:

- Submitting a good faith internal complaint (written or oral) specifically opposing unlawful discrimination or harassment.
- Filing a good faith complaint of unlawful discrimination or harassment with the US Equal Employment Opportunity Commission (EEOC), the Georgia Commission on Equal Opportunity, or in court.
- Participating in DPA's internal investigation into allegations of sexual harassment.
- Supporting another employee's internal or administrative complaint of unlawful discrimination.

- Filing a good faith complaint with the US Department of Labor (DOL), Georgia Department of Labor, or in court about wage and hour violations or unfair pay practices or participating in a wage and hour investigation or audit conducted by the DOL or state or local administrative agency.
- Requesting an accommodation under the Americans with Disabilities Act.
- Requesting or taking leave under the Family and Medical Leave Act.

The examples above are illustrative only, and not exhaustive. No form of retaliation for any protected activity will be tolerated.

Drug-Free Workplace

Substance abuse of any kind is inconsistent with the behavior expected of our employees, subjects all employees and visitors to our facilities to unacceptable safety risks, and undermines our ability to operate effectively and efficiently. We expect all employees to assist in maintaining a work environment free from the effects of alcohol, drugs, or other intoxicating substances. Compliance with this substance abuse policy is made a condition of employment, and violations of the policy may lead to disciplinary action, up to and including termination.

All employees are prohibited from engaging in the unlawful manufacture, possession, use, distribution or purchase of illicit drugs, alcohol or other intoxicants, as well as the misuse of prescription drugs on the premises or at any time and any place during working hours. All employees are required to report to their jobs in appropriate mental and physical condition, ready to work. Working under the influence of alcohol, prescription or nonprescription drugs that could impair judgment or motor functions and places persons or property in jeopardy is strictly prohibited.

Possession of paraphernalia used in connection with the use of any drug is a violation of the drug free workplace policy. All employees are subject to drug and alcohol testing based on reasonable suspicion. Any violator of this substance abuse policy will be subject to disciplinary action, up to and including termination of employment.

Possession of Firearms in the Workplace

DPA is committed to maintaining a safe learning environment for all of our students, families, visitors, and staff. Except as expressly stated in this policy or as otherwise required by law, all students, visitors, and staff are prohibited from possessing firearms at any of our events, on our property, on our buses, or within the school safety zone.

This policy does not prohibit staff or visitors who have a valid weapon carry license from keeping a firearm in a locked, privately-owned car on school property or in the school safety zone; however, the firearm must be locked up, out of sight, in an enclosed compartment, or in the trunk.

Any employee in violation of this policy will be subject to disciplinary action, up to and including termination. In addition, DPA reserves the right at any time and at its discretion to search all persons, containers, briefcases, purses, lockers, desks, and other property for the purpose of determining whether any individual is in possession of a firearm in violation of this policy. Employees who fail or refuse to promptly permit a search under this policy will be subject to disciplinary action, up to and including termination.

Cell Phone Usage Policy

Personal cell phones or other communication devices should only be used on breaks and in a private area. Employees should not use cell phones in the classroom, hallways, or other common areas of the school or during instruction/work times.

Harassment Policy

Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including termination.

Harassment is any form of uninvited and unwanted physical or verbal behavior which creates an intimidating, hostile, or demeaning environment for education or employment. Creating a harassment-free environment requires the diligent effort of our community. We must continually improve our practices.

Examples of inappropriate behavior include (but are not limited to):

- Verbal or physical abuse or threats
- Sexual harassment
- Obscene or demeaning remarks, jokes, or insults
- Uninvited pressure to participate in illegal activities
- Public display of explicitly offensive or demeaning materials
- Comments or actions demeaning to race, religion, ethnic origin, gender, or sexual orientation
- False accusations of harassment
- Retaliation toward someone making a complaint about harassment

Sexual Harassment

Sexual harassment can be a form of sex discrimination under Title VII of the Civil Rights Act of 1964 and the Title IX Education Amendments of 1972. Unwelcomed sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of a person's employment or advancement or participation in a school activity
- Such conduct has the purpose or effect of interfering with a person's work or academic performance, or intimidating or humiliating a person

DPA is committed to equitable and swift resolution of harassment issues. Any student or employee experiencing harassment should follow any or all of these measures:

- Let the offender know you want the behavior to stop. Be clear and direct. Do not apologize.
- If you are not comfortable confronting the offender alone, ask a friend to accompany you, or write a letter to the offender, keeping a copy.
- Make a record of when, where, and how you were mistreated; include witnesses (if any), direct quotations, and other evidence.
- Students should notify the Principal, or if they are uncomfortable doing so, they should speak with another adult.
- Adults should notify the Principal or the Head of School. As soon as possible, the adult notified will report to the Head of School, who will notify the authorities, if necessary. The Head of School and/or Principal will investigate and communicate the final decision directly to the parties involved.

Terminating Employment Policy

DPA values a productive and mutually satisfactory employment relationship with each employee. However, both the employee and employer reserve the right to terminate the working relationship if the employee or employer is not meeting the terms of the annual contract or employment offer letter. 10-month Employees will be notified of their employment status for the following school year before June, with an annual contract proffered for review and acceptance. DPA reserves the right to non-renew employees due to changes in enrollment, programs, fiscal constraints, or for any other reason. The employee is expected to notify the Principal of his/her resignation by March 15 of each year.

Resignation

If the Employee decides to terminate his/her employment at DPA before the end of his/her contract, the Employee will be expected to give the Principal at least 60 days written notice of such intention. Staff who do not provide adequate notice and violate their contract may be charged for coverage of their duties until a replacement can be secured. Employees should see the annual contract for details.

Discharge

The Head of School may decide to terminate the employment contract at any time during the school year that the employee violates the terms of the contract.

- In situations where the Employee has, in the scope of his/her employment, violated local, state, or federal laws; or where the Employee has acted with willful disregard for his/her duties as an Employee; or where the Employee has not performed his/her duties at the high standards held for all DPA employees; or under other extreme circumstances where the Head of School sees fit.

- Wherever possible, and to the extent that he/she sees fit, the Head of School will give the Employee notice of his/her decision to terminate the employment relationship.
- If an Employee has a dispute with a decision of the Head of School to terminate the employment relationship, s/he should follow the grievance procedure outlined above.

Corporal Punishment

Corporal punishment of any kind is not permitted at DPA. As a general rule, staff members should never touch a student as a means of controlling the student's behavior, nor should staff members inflict physical pain or discomfort as a punishment when students fail to meet behavioral expectations. Any violation of this policy will be subject to disciplinary action, up to and including termination of employment.

Mandated Reporting of Abuse/Neglect Policy

All school personnel and volunteers are mandated reporters of suspected abuse and/or neglect. State law requires that school employees report any suspected abuse within 24 hours. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed –physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." Once a teacher or staff member becomes aware that a student may be the victim of abuse or neglect, s/he must notify the designated reporter.
At DPA, the designated reporter is the Social Worker. After reporting the necessary information to the Social Worker, teachers must fill out a child abuse/neglect incident report located in the office.

No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

When reporting the incident to the Social Worker, staff must provide the following information (or as much as is known): the name, birth date, address of the alleged victim, and the names of the parents and/or caretakers; the name, address, age or birth date, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). If possible, teachers should also have information available about the student's siblings (names, dates of birth, ages, and schools).

When the report is taken by the intake worker answering the hotline, the Department of Family and Children's Services (DFCS) must assign the investigation and confirm that assignment within 48 hours of the hotline call. Once the case has been assigned, DFCS will send a letter to the school providing the contact information for the caseworker and documentation of the initiation of the investigation. The caseworker will contact the Social Worker if any further information is needed. When necessary, the caseworker will speak with the employee who reported the abuse or neglect.

Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent "creates a substantial risk of physical injury" by shaking, throwing, choking, smothering, or pushing the child into fixed objects. *Acts of torture* are defined as "deliberately or systematically inflicting cruel or unusual punishment which results in physical or mental suffering."

When reporting physical abuse, it is also important to document the presence of any injuries, as a report may not be taken unless evidence of harm exists.

Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexually transmitted disease. A child's disclosure of sexual abuse must be handled sensitively.

When a student attempts to disclose sexual abuse, observe the child closely and listen attentively while maintaining a calm demeanor. The mandated reporter must pay very careful attention to the disclosure of sexual abuse but should not encourage the student to disclose information in addition to what is being given voluntarily. Take very careful notes, writing the student's words verbatim as much as possible. Refer the student immediately to the Principal or Social Worker.

Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food, clothing, shelter, or medical treatment," or when an adult "provides inadequate supervision of a child (particularly small children)."

Public Relations/Media Policy

In the event that a reporter contacts a DPA employee, he/she is required to notify the Head of School. DPA employees are not authorized to speak to the media without prior consent from the Head of School in any circumstance including emergencies, field trips, or other events.

Additionally, DPA employees should not identify themselves as representatives of DPA on social media sites, television shows, or blogs, unless authorized or asked by the Head of School to do so. The Head of School is the only employee permitted to represent DPA's positions and messages to the public, however staff will be identified by the Head of School as spokespersons when the situation requires or calls for such a representative.

Email Communications and Internet Policy

Any electronic activity taking place on DPA-issued equipment, or through a DPA-issued email account, is subject to inspection and monitoring. DPA employees should not expect privacy if using such DPA-communications media. Employees must only use DPA-issued equipment or email accounts for instructional and administrative purposes. DPA's prohibition against harassment applies to the use of DPA-owned equipment and email accounts. Employees' use of DPA-issued equipment or email accounts may be revoked for any reason, including but not limited to the employees' use of

offensive, sexually explicit, defamatory, abusive, obscene, profane, racially or ethnically-charged, or criminal content. Employees are responsible for using these resources and systems in a productive, ethical and lawful manner.

As a public entity, DPA is subject to open records laws and our documents are deemed "public records". As such, DPA emails and documents can be requested at any time from media agencies and the public.

All internal and external email communications should follow the DPA brand guidelines.

Social Media Policy

In order to protect the organization's students, staff, and reputation throughout the community, it is required that employees adhere to DPA's Social Media Policy and use caution when connecting with others online.

Do not post confidential or proprietary information about DPA students, alumni, parents, or employees.

Employees cannot post photos of students (minors) from their personal social media accounts. DPA's media release covers official school use only.

Any personal mention of students' names should be with first names only.

Employees are required to use their professional discretion and set up a separate social media account if they choose to "friend" students, alumni, or parents.

Conflict of Interest Policy

Employees of DPA are expected to conduct their business with the highest ethical standards of integrity, honesty and fairness, and may not use their position to solicit or obtain any personal profit or gain, directly or indirectly. Employees must avoid any situation that involves or may involve a conflict between their personal interest and the interest of the organization. As in all other facets of their duties, employees dealing with customers, suppliers, contractors, competitors or any person doing or seeking to do business with the organization are to act in the best interest of the organization. Each employee must submit in writing to the Head of School any potential situation which may involve a conflict of interest. The Head of School will make a determination on how the employee should proceed. Such conflicts include, but are not limited to:

- Any arrangement or circumstance, including a family or other personal relationship that might dissuade the employee from acting in the best interest of the organization.
- Acceptance of a monetary gift of any kind or any non-cash gift above $25 in value from vendors, suppliers, contractors, etc. currently or seeking to do business with the organization, including parents and guardians. This includes lunch and/or dinner with vendors. Acceptance of alcoholic beverages from outside vendors, supplies, contractors, etc. is prohibited.
- Acceptance of a monetary gift of any kind or any non-cash gift above $25 in value from parents, guardians, and students. Acceptance of alcoholic beverages from parent, guardians, and students is prohibited.
- Ownership by an employee or by a member of the employee's family of a significant interest in any outside business or organization which does or seeks to do business with DPA.
- Acceptance of another job or participation in personal outside consulting activities that (1) impair the employee's ability to fulfill his or her obligations to the organization; (2) could be viewed as impairing the employee's judgment in the performance of his or her duties and responsibilities for the organization; (3) would involve the use of the name of the organization so as to falsely suggest the organization's endorsement or support; (4) might reasonably require disclosure of confidential information to which the employee is privy by virtue of employment; or (5) would give the appearance of a conflict of interest, even if no actual conflict exists.
- Providing services to DPA (facility, students, etc.) other than that as an employee of DPA.
- Performance or solicitation of outside business during paid working time.

- Use of DPA's tools or equipment for outside work.
- Work activity that would adversely affect DPA's image.
- Use of paid absences for outside employment.
- Work activity that affects the employee's job performance, punctuality, loyalty, or ability to fulfill other responsibilities of the employee's primary job. Any questions about activities that may present a conflict of interest should be directed to the Director of Finance & Operations.

Privacy Policy

Employees are expected to respect the privacy of individuals throughout the school. DPA considers the following files to be confidential:

- General Employment Files
- Payroll Files
- Student Individual Education Plans (IEP) Files (except for teachers of the student)
- Employee Evaluations
- Student Records

Insurance Policy

DPA shall purchase and maintain insurance covering its operations. Said insurance shall include, but not be limited to, workers' compensation in compliance with state law, employer's liability insurance to cover bodily injury by accident in the amount of $100,000 for each accident, bodily injury by disease in the amount of $100,000 for each employee, comprehensive general liability insurance in the following forms:

- comprehensive form;
- contractual insurance;
- personal injury;
- broad form property damage;
- premise – operations; and
- completed operations.

This coverage shall be in the amount not less than $1,000,000, combined single limit, and shall also cover the use of all equipment, hoists, and vehicles on the premises not covered by automobile liability.

Receipt and Acknowledgment of
DPA Employee Handbook

Please read the following statements, sign below and return to the Director of Finance & Operations
Understanding and Acknowledging Receipt of the DPA Employee Handbook

I have received a copy of the Handbook and have read, understood and agree to abide by the outlined policies. I understand that the policies, and the at-will provision, and benefits described in it are subject to rescission, revision, and modification at the sole discretion of DPA at any time.

At-Will Employment

I understand that my employment is at-will and neither myself nor DPA has entered into a contract regarding the duration of my employment. I am free to terminate my employment at any time, with or without reason subject to proper notice and release provisions customary in the field. Likewise, DPA has the right to terminate my employment, or otherwise discipline, transfer, or demote me at any time, with or without reason or notice, at the discretion of DPA administration. I also understand that DPA's policies and procedures are not intended to create, and do not create, an employment contract (either express or implied) or a guarantee of continued employment; nor does anything in the Handbook or any work rule of DPA alter the at-will employment relationship between myself and DPA. No employee of DPA can enter into an employment contract for a specified period of time or make any agreement contrary to this policy without the written approval from DPA's Head of School.

Confidential Information

It is DPA's policy to maintain strict control over access to its premises, records, computer information, and other confidential and business information. I understand that my access to DPA's premises, records, computer information, and other confidential and business information requires the use of my sound judgment in carrying out my duties and that I will be held accountable for any wrongdoing or acts of indiscretion.

I am further aware that confidential information will be made available to me during the course of my employment. I understand that all information pertaining to students, parents, and coworkers is strictly confidential and protected. I further am aware proprietary materials must not be given out or used outside of DPA's premises or with non-school/DPA employees.

I agree that in compliance with my obligation to keep proprietary information confidential, which is critical to the success of DPA, I will preserve as confidential all trade secrets, confidential knowledge, data or other proprietary information relating to products, processes, know-how, designs, formulas, development or experimental work, computer programs, data bases, other original works of authorship, customer lists, business plans, financial information or other subject matter pertaining to any business of the school, DPA and/or any of its clients, customers, consultants, licensees or affiliates.

Confidential and proprietary information obtained as a result of employment with DPA is not to be used for the purpose of advancing any private interest, or as the means of making personal gains. In the event of termination of employment, whether voluntary or involuntary, I hereby agree not to disclose, utilize, or exploit this information with any other individual or company and will return all proprietary materials, without retaining any copies, to DPA.

I _____

Please Print Your Name

Have received the Employee Handbook for the 2018/2019 school year and hereby confirm receipt and understanding of the policy and protocol in this handbook. I agree to adhere and follow the policy as set forth described and directed by DeKalb Preparatory Academy District.

_____

Employee Signature

Please provide this copy to the Financial Department to be maintained in your employee file. Thank you for your cooperation.

Christopher Estes, Head of School

Carla Pettis, Principal

Susan Wright, Director Finance & Operations

EXHIBIT 15

Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts.

DeKalb Preparatory Academy
1402 Austin Drive
Decatur, GA 30032

Policy Number: 8502W58047217-0
Effective Date: 7/1/2018
Expiration Date: 7/1/2019

Markel Insurance Company
STATEMENT OF VALUES

Location	Building	Address	Building Value	Contents Value
1 - 1	School	1402 Austin Dr Decatur, GA 30032	$1,883,585	$154,374
1 - 2	School	1402 Austin Dr Decatur, GA 30032	$1,883,585	$154,374
1 - 3	School	1402 Austin Dr Decatur, GA 30032	$1,833,585	$154,374
1 - 4	School	1402 Austin Dr Decatur, GA 30032	$749,025	$61,407
1 - 5	School	1402 Austin Dr Decatur, GA 30032	$1,829,320	$149,927
1 - 6	School	1402 Austin Dr Decatur, GA 30032	$30,371	$2,491
1 - 7	School	1402 Austin Dr Decatur, GA 30032	$29,203	$2,418
			$8,238,674	$679,365

* Not Included In Blanket

TIV @ 90% $8,026,235

Please sign and date the form.

Authorized Officer Susan Wyatt

Date 6/29/2018

PREMIUM ASSIGNMENT CORPORATION

A SUBSIDIARY OF IPFS CORPORATION®

Insured:
DEKALB PREPARATORY ACADEMY

Street Address:
1402 AUSTIN DRIVE
DECATUR, GA 30032

NOTICE OF ASSIGNMENT

Premium Assignment Corporation is a wholly owned subsidiary of IPFS Corporation. Upon acceptance, this agreement will be assigned to IPFS Corporation. Please be advised that you will receive correspondence from IPFS regarding the acceptance and assignment of this agreement along with payment and web site access information.

The insured agrees not to assign the enclosed Premium Finance Agreement or any policy listed hereon or any interest therein (except for the interest of mortgagees or loss payees), without the written consent of Lender, and that Lender may sell, transfer and assign its rights hereunder or under any policy without the consent of the insured, and that all agreements made by the insured hereunder and all rights and benefits conferred upon Lender shall inure to the benefit of Lender's successors and assigns (and any assignees thereof).

PREMIUM ASSIGNMENT CORPORATION
A SUBSIDIARY OF IPFS CORPORATION

NJP Quote # E436842

State: GA

SCHEDULED POLICIES OF INSURANCE

V8(0)NI3.44

DEKALB PREPARATORY ACADEMY
1402 AUSTIN DRIVE
DECATUR, GA 30032

BROWN & BROWN OF MT LAUREL 20219
2000 MIDLANTIC DR STE 440
MT LAUREL, NJ 08054
(856) 552-6330

Premium	Down Payment	Unpaid Balance	Doc Stamps/Fees	Amt. Financed	Finance Charges	Total / Payments
39,958.00	9,989.50 *(25.00 %)*	29,968.50	0.00	29,968.50	519.36	30,487.86

Payment	Payments	Rate	First Due	Type	Status	Contract Type
3,387.54	9	4.14 %	8/1/2018	INVOICE		COMMERCIAL

EFF DATE / EXP DATE	COMPANY / BROKER	CITY	ST	CO. #	TYPE MEP	POLICY NO.	TOTAL PREMIUM
7/1/2018	CO: MARKEL INS CO	GLEN ALLEN	VA	83586	PKG		39,958.00
7/1/2019	MGA: APEX INS SERVICES OF IL	CHICAGO	IL	64852	0.00 %		

Created By: 20219JM2 Auth Code:

ADDITIONAL REPRESENTATIONS & WARRANTIES OF PRODUCER

(F) All information provided above is complete and correct in all respects and the policies listed above are or will be in force on the stated Effective Date and delivered by Producer to the Borrower, except for assigned risk or residual market policies.

(G) If any information listed above is or becomes incomplete or inaccurate, Producer shall promptly provide correct information to Lender.

(H) The Producer is an authorized policy issuing agent of the companies issuing the policies listed above or is the authorized agent of the MGA or broker placing the coverage directly with the insuring company, **except those policies indicated with an "X".**

(I) None of the policies listed above are subject to reporting or retrospective rating provisions. All policies subject to audit, minimum or fully earned premium provisions are indicated below:

Policy No and Prefix No:

(J) Except as indicated above, all Scheduled Policies of Insurance can be cancelled by Borrower or Lender on 10 days notice and the unearned premiums will be computed pro rata or on the standard short rate table.

(K) If any Scheduled Policies of Insurance are subject to audit, Producer and Borrower have made good faith determination that the deposit, provisional or initial premiums are not less than the anticipated premiums to be earned for the full term of the policy(ies).

(L) Upon cancellation of any of the Scheduled Policies of Insurance, Producer shall remit to Lender the full amount of the unearned premium, including unearned commission, as well as any other payments or credits received by Producer, up to the unpaid balance due under this Agreement, within 15 days of receipt from the insuring company.

DOCUMENTARY STAMPS REQUIRED BY LAW IF ANY ARE AFFIXED TO MONTHLY JOURNAL AND CANCELLED.

Printed Date: 06/26/2018

SELECTION OR REJECTION OF CERTIFIED ACTS OF TERRORISM INSURANCE COVERAGE

WHAT YOU NEED TO DO NOW:

IF YOU WISH TO PURCHASE CERTIFIED ACTS OF TERRORISM COVERAGE, YOU MAY DO SO BY CHECKING THE DESIRED COVERAGE PARTS UNDER THE ACCEPT COLUMN BELOW. IF YOU CHOOSE TO DECLINE CERTIFIED ACTS OF TERRORISM COVERAGE, CHECK THE REJECT OPTION NEXT TO THE APPROPRIATE COVERAGE PART.

I hereby elect to purchase the Certified Acts of Terrorism Coverage required to be offered under the Act for the following coverage part(s) and associated premium. Please indicate the coverage part(s) for which you accept or reject Certified Acts of Terrorism Coverage. If applicable in your state, an additional tax or fee may be applied. If you have a location in a state that requires fire coverage be provided, regardless of cause, a mandatory charge for terrorism has been included in the coverage part(s) premium shown below and may not be rejected.

COVERAGE SELECTION

ACCEPT	REJECT	Coverage Part(s)	Premium
Mandatory	May not reject	Commercial Property(Mandatory)	$
☑	☐	Commercial Property (Optional)	$
☑	☐	Commercial General Liability	$
Included	Included	Commercial Crime	$
☐	☐	Commercial Inland Marine	$
☐	☐	Educators Legal Liability	$
☐	☐	Commercial Excess Following	$
		Total	$

I understand that an exclusion of certified acts of terrorism losses will be applied to the coverage parts in which terrorism coverage is not purchased.
In order to purchase Terrorism Coverage on the Commercial Excess, the Terrorism Coverage must also be purchased on the underlying Liability Coverage, if applicable.

Optional terrorism premiums are in addition to proposal terms.

Action:
Please sign and return this form, with your request for coverage.

Susan Wright — Policyholder/Applicant's Signature

Susan Wright — Print Name

6/27/2018 — Date

Named Insured(As shown on policy)

Policy Number

Effective Date

MKL-TERR-3-a 01 15

Includes copyrighted material of National Association Of Insurance Commissioners, with its permission.

WSI MVR Driver Guidelines

Number of minor violations	Number of At-Fault Accidents				
		0	1	2	3
	0	Clear	Acceptable	Borderline	Unacceptable
	1	Acceptable	Borderline	Unacceptable	Unacceptable
	2	Borderline	Unacceptable	Unacceptable	Unacceptable
	3 or more	Unacceptable	Unacceptable	Unacceptable	Unacceptable
	Any major violations	Unacceptable	Unacceptable	Unacceptable	Unacceptable

Major Violations (within last five years of violation date) include:

- A violation in connection with a fatal accident.
- Any felony involving the use of an automobile.
- Driving under a suspended, revoked, or expired license
- Driving under the influence of drugs or alcohol and/or the refusal to take a blood/breath test.
- Fleeing or attempting to elude the police; failure to stop and report an accident in which the driver was involved.
- Negligent vehicular homicide.
- Operating a motor vehicle without the owner's permission.
- Permitting an unlicensed person to drive.
- Reckless, negligent, careless driving or racing.
- Speeding in excess of 20 mph over the speed limit.

The following are not considered as a violation:

- Defective equipment (lights, brakes, etc.)
- Oversize or over weight
- Seatbelt violations

Borderline Drivers

Borderline drivers include "borderline" situations as noted in the above chart and the following:

- Past suspensions with reinstatements shown on the MVR.
- Drivers 18-21 with one or more violations/accidents within the last three years.

***Compliance with the guidelines above is a condition of the Commercial Automobile Policy if bound. Sign below to acknowledge receipt and indicate the status of compliance.**

MVR guidelines are currently in place that are in compliance with WSI MVR Guidelines ☐

MVR guidelines do NOT currently meet WSI standards, but will be if coverage is bound ☐

Aaron Wright
Signature

6/21/2018
Date

MARKEL®

Markel Insurance Company

POLICYHOLDER DISCLOSURE NOTICE OF TERRORISM INSURANCE COVERAGE

Date

DeKalb Preparatory Academy
1402 Austin Drive
Decatur, GA 30032

Brown & Brown
2000 Midlantic Drive, Suite 440
Mt. Laurel, NJ 08054

Re:

We are required to provide you this notice pursuant to federal legislation concerning terrorism insurance.

You are hereby notified that under the Terrorism Risk Insurance Act as amended, you now have a right to purchase insurance coverage for losses arising out of acts of terrorism, *as defined in Section 102(1) of the Act*: The term "act of terrorism" means any act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security, and the Attorney General of the United States—to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of an air carrier or vessel or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

YOU SHOULD KNOW THAT WHERE COVERAGE IS PROVIDED BY THIS POLICY FOR LOSSES CAUSED BY CERTIFIED ACTS OF TERRORISM, SUCH LOSSES MAY BE PARTIALLY REIMBURSED BY THE UNITED STATES UNDER A FORMULA ESTABLISHED BY FEDERAL LAW. HOWEVER, YOUR POLICY MAY CONTAIN OTHER EXCLUSIONS WHICH MIGHT AFFECT YOUR COVERAGE, SUCH AS EXCLUSION FOR NUCLEAR EVENTS. UNDER THIS FORMULA, THE UNITED STATES GENERALLY REIMBURSES 85% THROUGH 2015; 84% BEGINNING ON JANUARY 1, 2016; 83% BEGINNING ON JANUARY 1, 2017; 82% BEGINNING ON JANUARY 1, 2018; 81% BEGINNING ON JANUARY 1, 2019 AND 80% BEGINNING ON JANUARY 1, 2020 OF COVERED TERRORISM LOSSES EXCEEDING THE STATUTORILY ESTABLISHED DEDUCTIBLE PAID BY THE INSURANCE COMPANY PROVIDING THE COVERAGE. THE PREMIUM CHARGED FOR THIS COVERAGE IS PROVIDED BELOW AND DOES NOT INCLUDE ANY CHARGES FOR THE PORTION OF LOSS COVERED BY THE FEDERAL GOVERNMENT UNDER THE ACT.

YOU SHOULD ALSO KNOW THAT THE TERRORISM RISK INSURANCE ACT, AS AMENDED CONTAINS A $100 BILLION CAP THAT LIMITS UNITED STATES GOVERNMENT REIMBURSEMENT AS WELL AS INSURERS' LIABILITY FOR LOSSES RESULTING FROM CERTIFIED ACTS OF TERRORISM WHEN THE AMOUNT OF SUCH LOSSES IN ANY ONE CALENDAR YEAR EXCEEDS $100 BILLION. IF THE AGGREGATE INSURED LOSSES FOR ALL INSURERS EXCEED $100 BILLION, YOUR COVERAGE MAY BE REDUCED.

Nothing in this notice affects or modifies your coverage except and only to the extent specifically required by the Act. You should also know that under federal law you are NOT required to purchase terrorism coverage.

Includes copyrighted material of National Association Of Insurance Commissioners, with its permission.

PREMIUM ASSIGNMENT CORPORATION
A SUBSIDIARY OF IPFS CORPORATION®

PREMIUM FINANCE AGREEMENT

NJP Quote # E436842

Georgia
P.O. Box 8800 - 3522 Thomasville Rd.
Tallahassee, FL 32314
Phone 850.558.5000

☐PERSONAL ☒COMMERCIAL ☐NEW ☐AGENCY RENEWAL ☐ADD'L PREMIUM

THIS AGREEMENT, made effective the 1 day of July 2018, between

DEKALB PREPARATORY ACADEMY
(Name of Borrower/Insured exactly as it appears in financed policies)

ADDRESS 1402 AUSTIN DRIVE

CITY DECATUR STATE GA ZIP 30032 PHONE #

hereinafter called the Borrower, and Premium Assignment Corporation , a Florida Corporation hereinafter called Lender, for the purpose of financing the purchase of insurance policies described in the Scheduled Policies of Insurance listed in page 3 to this Agreement.

TOTAL PRICE OF PREMIUMS	- CASH DOWN PAYMENT	= PRINCIPAL BALANCE OWED ON PREMIUMS	+ DOC STAMPS & SERVICE FEE (if applicable)	= TOTAL AMOUNT FINANCED	+ FINANCE CHARGE (Amount credit costs over term of loan)	= TOTAL OF PAYMENTS (Amount paid if all payments made as scheduled)	ANNUAL PERCENTAGE RATE
39,958.00	9,989.50	29,968.50	0.00	29,968.50	519.36	30,487.86	4.14

SELECT BILLING OPTION: ☐Payment Book ☒Monthly Invoice ☐Direct Debit YOUR PAYMENT SCHEDULE WILL BE: Each monthly payment due on same day of each succeeding month until paid in full.	Amount of Monthly Payment	Number of Payments	Date First Payment is Due
	3,387.54	9	8/1/2018

FOR VALUE RECEIVED, BORROWER PROMISES TO PAY to the order of Lender at the address given at the top of this page, the Total Amount Financed and all sums shown above, including interest at the Annual Percentage Rate and other charges as described hereinafter, pursuant to the terms stated below and in page 2 of this Agreement.

1. **SECURITY FOR PAYMENT:** To secure payment of all sums due under this Agreement, Borrower grants Lender a security interest in any unearned premiums or other sums which may become payable under the Scheduled Policies of Insurance shown on page 3.

2. **LIMITED POWER OF ATTORNEY:** BORROWER IRREVOCABLY APPOINTS LENDER AS ATTORNEY-IN-FACT TO CANCEL THE SCHEDULED POLICIES OF INSURANCE AFTER BORROWER DEFAULTS IN MAKING PAYMENTS UNDER THIS AGREEMENT.

3. **NOTICE TO BORROWER:** (1) Do not sign this Agreement before you read it, or if it contains any blank space (other than as provided on the next page), (2) You are entitled to have and should retain a completely filled in copy of this Agreement to protect your legal rights, (3) Under the law, you have the right to pay off in advance the full amount due and under certain conditions to obtain a partial refund of the service charge, and (4) BY SIGNING BELOW BORROWER AGREES TO THE PROVISIONS ABOVE AND ALL OF THE TERMS WHICH APPEAR ON THE SECOND PAGE OF THIS AGREEMENT AND ACKNOWLEDGES RECEIPT OF COPIES OF PAGES 1, 2 AND 3 OF THIS AGREEMENT and (5) Up to 2 ½% of the price of the premiums indicated above may be paid to the undersigned agent or broker and/or its affiliated companies by the Lender as part of a contractual arrangement relating to premium finance agreements.

SIGNATURE OF ALL INSURED[S] NAMED IN POLICIES OR AUTHORIZED AGENT OF INSURED[S], AS PERMITTED BY LAW:

6/27/18 X [signature] CEO Director of Finance + Operations
Date Name and Title: Date Name and Title:

PRODUCER'S REPRESENTATIONS & WARRANTIES:

The undersigned Producer represents and warrants that: (A) The Cash Down Payment shown above has been paid by or on behalf of the Borrower. (B) The Total Price of Premiums shown above has been or will be used to purchase insurance policies shown in the Scheduled Policies of Insurance on page 3 of this Agreement. Any portion of the Total Price of Premiums received by Producer that is not used to purchase such insurance policies, as well as any refunds or credits on such policies, shall be promptly paid to Lender. (C) To the best of the undersigned's knowledge and belief, Borrower is not subject to any bankruptcy or insolvency proceedings and Producer has no reason to believe that Borrower is insolvent. (D) The Borrower's signature(s) is (are) genuine and authorized, or to the extent permitted by applicable law, the Producer has been authorized by Borrower to sign this Agreement on Borrower's behalf. (E) Producer has delivered or will deliver a copy of this Agreement to Borrower. **Producer agrees that the Representations & Warranties above, as well as those on page 3 of this Agreement, are a binding contract between Producer and Lender.**

PRODUCER / AGENCY
Name BROWN & BROWN OF MT LAUREL
Address 2000 MIDLANTIC DR STE 440
MT LAUREL, NJ 08054

Date **PRODUCER'S SIGNATURE**

EXHIBIT 16

Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc.

Not applicable. DeKalb Preparatory Academy does not contract with any educational service providers.

EXHIBIT 17

Attach a copy of any agreements with your local school district or Board of Education.

Note: DeKalb Preparatory Academy's lease agreement with DeKalb County School District is attached as Exhibit 19.

EXHIBIT 18

Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs.

MEMORANDUM OF UNDERSTANDING

his Memorandum of Understanding (MOU), hereinafter referred to as the Memorandum, entered into on 01/18/2016, by and between residing at 4000 Covington Hwy., Decatur, Georgia 30032, hereinafter referred to as the "First Party," and Dekalb Preparatory Academy residing at 1402 Austin Dr., Decatur, Georgia 30032, hereinafter referred to as the "Second Party," and collectively known as the "Parties" for the purpose of establishing and achieving various goals and objective relating to the partnership .

WHEREAS, the aforementioned Parties desire to enter into the herein described agreement in which they shall work together to accomplish the goals and objectives set forth;

AND WHEREAS, the Parties are desirous to enter an understanding, thus setting out all necessary working arrangements that both Parties agree shall be necessary to complete this partnership;

MISSION

The aforementioned partnership has been established with the following intended mission in mind:

The mission of DeKalb Preparatory Academy is to empower students to cultivate knowledge, think critically, and act collaboratively and compassionately.

PURPOSE AND SCOPE

The Parties intend for this Memorandum of Understanding to provide the cornerstone and structure for any and all possibly impending binding contract which may be related to the partnership.

OBJECTIVES

The Parties shall endeavor to work together to develop and establish policies and procedures that will promote and sustain a market for To start the community rebuilding process, a practical beginning involves the two institutions that bring people together more than anything elseâ€"the church and the public school. Our agreement with Peace Baptist Church is to engage the students, parents, and staff of DPA with opportunities for mentoring, tutorial, facility use, and summer programs, and intend to maintain a product and/or services that meets or exceeds all business and industry standards.

RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

It is the desire and the wish of the aforementioned Parties to this MOU Agreement that this document should not and thus shall not establish nor create any form or manner of a formal agreement or indenture, but rather an agreement between the Parties to work together in such a manner that would promote a genuine atmosphere of collaboration and alliance in the support of an effective and efficient partnership and leadership meant to maintain, safeguard and sustain sound and optimal managerial, financial and administrative commitment with regards to all matters related to the partnership .

TIMELINE

The above outlined scope and objective shall be contingent on the Parties obtaining the necessary funds required for the partnership as described within any grant or business loan application, if any. Responsibilities under this Memorandum of Understanding may coincide with the grant period.

TERMS OF UNDERSTANDING

The term of this Memorandum of Understanding shall be for a period of 12 months from the aforementioned effective date and maybe extended upon written mutual agreement of both Parties.

AMENDMENT OR CANCELLATION OF THIS MEMORANDUM

This Memorandum of Understanding may be amended or modified at any time in writing by mutual consent of both parties.

In addition, the Memorandum of Understanding may be cancelled by either party with 60 days advance written notice, with the exception where cause for cancellation may include, but is not limited to, a material and significant breach of any of the provisions contained herein, when it may be cancelled upon delivery of written notice to the other party.

GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this Memorandum of Understanding in accordance with the provisions of the law and regulations that govern their activities. Nothing in the Memorandum is intended to negate or otherwise render ineffective any such provisions or operating procedures. The parties assume full responsibility for their performance under the terms of this Memorandum.

If at any time either party is unable to perform their duties or responsibilities under this Memorandum of Understanding consistent with such party's statutory and regulatory mandates, the affected party shall immediately provide written notice to the other party to establish a date for resolution of the matter.

LIMITATION OF LIABILITY

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum of Understanding.

ARBITRATION/MEDIATION DISPUTE RESOLUTION

The Parties to this Memorandum of Understanding agree that should any dispute arise through any aspect of this relationship, including, but not limited to, any matters, disputes or claims, the parties shall confer in good faith to promptly resolve any dispute. In the event that the parties are unable to resolve the issue or dispute between them, then the matter shall be mediated and/or arbitrated in an attempt to resolve any and all issues between the parties.

The parties agree that any claim or dispute that arises from for through this agreement, the relationship or obligations contemplated or outlined within this agreement, if not resolved through mediation, shall then go to and be resolved through final and binding arbitration. Any decision reached by the Arbitrator shall be final and binding and, if required, may be entered as a judgment in any court having jurisdiction.

In the event that any court having jurisdiction should determine that any portion of this Agreement to be invalid or unenforceable, only that portion shall be deemed invalid and not effective, while the balance of this Agreement shall remain in full effect and enforceable. This Agreement shall be interpreted and governed by and in accordance with the Federal Arbitration Act 9 U.S.C. §1-16.

NOTICE

Any notice or communication required or permitted under this Memorandum shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such address as one may have furnished to the other in writing.

GOVERNING LAW

This Memorandum of Understanding shall be governed by and construed in accordance with the laws of the State of Georgia.

..EVERABILITY CLAUSE

In the event that any provision of this Memorandum of Understanding shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this Memorandum shall be determined to be unlawful or otherwise unenforceable, the remainder of the Memorandum shall remain in full force and effect, so long as the clause severed does not affect the intent of the parties. If a court should find that any provision of this Memorandum to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

ASSIGNMENT

Neither party to this Memorandum of Understanding may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

ENTIRE UNDERSTANDING

The herein contained Memorandum of Understanding constitutes the entire understanding of the Parties pertaining to all matters contemplated hereunder at this time. The Parties signing this MOU desire or intend that any implementing contract, license, or other agreement entered into between the Parties subsequent hereto shall supersede and preempt any conflicting provision of this Memorandum of Understanding whether written or oral.

..AOU SUMMARIZATION

FURTHERMORE, the Parties to this MOU have mutually acknowledged and agreed to the following:

- The Parties to this MOU shall work together in a cooperative and coordinated effort, and in such a manner and fashion to bring about the achievement and fulfillment of the goals and objectives of this partnership.
- It is not the intent of this MOU to restrict the Parties to this Agreement from their involvement or participation with any other public or private individuals, agencies or organizations.
- The Parties to this MOU shall mutually contribute and take part in any and all phases of the planning and development of this partnership, to the fullest extent possible.
- It is not the intent or purpose of this MOU to create any rights, benefits and/or trust responsibilities by or between the parties.
- The MOU shall in no way hold or obligate either Party to supply or transfer funds to maintain and/or sustain the partnership.
- Should there be any need or cause for the reimbursement or the contribution of any funds to or in support of the partnership, it shall then be controlled in accordance with Georgia governing laws, regulations and/or procedures.
- In the event that contributed funds should become necessary, any such endeavor shall be outlined in

a separate and mutually agreed upon written agreement by the Parties or representatives of the Parties in accordance with current governing laws and regulations, and in no way does this MOU provide such right or authority.

- The Parties to this MOU have the right to individually or jointly terminate their participation in this Agreement provided that advanced written notice is delivered to the other party.

- Upon the signing of this MOU by both Parties, this Agreement shall be in full force and effect.

AUTHORIZATION AND EXECUTION

The signing of this Memorandum of Understanding does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU.

This Agreement shall be signed by and Dekalb Preparatory Academy and shall be effective as of the date first written above.

Tyrone E Barnette — 1/18/16

(First Party Signature) (Date)

[signature] — 1/18/16

(Second Party Signature) (Date)

Dekalb Preparatory Academy

Peace Baptist Church
SYNC

May 25, 2016

Mr. Christopher Estes
Head of School
DeKalb Preparatory Academy
1402 Austin Dr.
Decatur, GA 30032

Dear Mr. Estes,

The SYNC 21st Century After School Program is excited about partnering with DeKalb Preparatory Academy. Your academic achievement, as noted in the Atlanta Journal Constitution, with a 27.4 increased Progress score is a source of pride and inspiration to us all. We are delighted to know that so many others appreciate your outstanding work as much as we do.

The community is impressed by your extraordinary commitment to excellence. We are looking forward to working together to create new opportunities for our students as we support your efforts to decrease class size, increase academic vigor, introduce and extend enrichment activities such as Media Production, technology (robotics), drama, and more.

We welcome the opportunity to develop our partnership and fully commit to supporting DeKalb Preparatory Academy as you continue to implement a model program for the boys and girls of DeKalb County.

Sincerely,

Deborah L. Miller

Deborah L. Miller, Site Director
Peace Baptist Church SYNC
4000 Covington Hwy.
Decatur, GA 30032
404-288-1750

4000 Covington Highway / Decatur, GA 30032
404/ 919-SYNC

EXHIBIT 19

Attach a copy of any MOU/lease/proof of ownership for the school's facility.

GROUND LEASE

THIS GROUND LEASE (this "Lease"), made and entered into as of the ___day of _____ 2012 ("Effective Date"), by and between the **DeKalb County School District, Georgia** (hereinafter referred to as "Landlord") and **DeKalb Preparatory Academy, Inc.,** a Georgia non-profit corporation and State of Georgia Local Education Agency, with an address of 2743 Shetland Drive, Decatur, GA 30033 (hereinafter referred to as "Tenant"). Landlord and Tenant are collectively referred to herein as the "parties."

NOW THEREFORE, in consideration of the sum of TEN DOLLARS ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Landlord and Tenant hereby agree as follows:

ARTICLE I
BASIC TERMS

1.1 Effective Date of Lease:

1.2 Landlord: DeKalb County School District, Georgia

1.3 Tenant: DeKalb Preparatory Academy, Inc.

1.4 Premises: The property commonly known as Glen Haven Elementary School, located at 1402 Austin Dr., Decatur, GA 30032, DeKalb County, Georgia.

ARTICLE II
LEASE OF PREMISES

2.1 Lease. For and in consideration of the covenants and agreements contained herein and other valuable consideration, Landlord shall lease to Tenant, upon the following terms and conditions, the Premises. The Premises shall include all improvements, fixtures, and appurtenances on and to the property, including any land, parking lots, playgrounds, athletic fields and the like, whether now existing or hereafter constructed pursuant to the provisions of this Lease.

ARTICLE III
TERM

3.1 Term. The initial term of this Lease (the "Initial Term") shall commence on Sunday, July 1, 2012 (the "Commencement Date") and expire on Thursday, June 30, 2017 (the "Initial Term Expiration Date"), unless extended or terminated as hereinafter provided for. The parties acknowledge and agree that the Initial Term is preconditioned upon the continuing validity (and renewal, if applicable) of Tenant's educational charter; provided that if the charter

becomes invalid, this Lease shall automatically terminate upon the expiration or revocation of Tenant's charter, subject to Tenant's right to appeal such revocation or expiration. Notwithstanding the foregoing, Landlord hereby grants Tenant the right to access the Premises from and after the Effective Date hereof for purposes of commencing and pursuing renovations, installing equipment and furnishings, and otherwise preparing the Premises for the 2012 – 2013 school year. Such early access shall otherwise be upon the same terms and conditions as contained herein.

3.2 Extension Options. Tenant shall have two (2) successive five (5) year extension options (each such option being herein sometimes referred to as an "Extension Option") after the Initial Term to extend the term of this Lease (each such five (5) year term being herein sometimes referred to as an "Extension Term"). Provided Tenant is not then in default of any term or condition of this Lease (beyond any applicable notice and cure period), Tenant may exercise each Extension Option by delivering written notice to Landlord no less than three hundred sixty (360) days prior to the expiration of the then-current Initial Term or Extension Term, as the case may be. Should Tenant elect not to extend the term of this Lease, the term of this Lease shall terminate and expire upon the expiration of the then-current Initial Term or Extension Term, as the case may be.

If the Extension Options (or any of them) are exercised, the term of this Lease shall be automatically extended for the applicable five (5) year Extension Term, upon all of the same terms, conditions and covenants as set forth herein, without the requirement of any further instrument to evidence such extension.

The Initial Term, together with any Extension Term(s), may collectively be referred to as the "Term."

3.3 Termination Rights.

(a) Landlord may terminate this Lease at anytime during the Initial or Extension Term(s) upon at least eighteen (18) months' advance written notice to Tenant should Midway Elementary School, Rowland Elementary School, Snapfinger Elementary School and/or Canby Lane Elementary School become filled to one hundred and fifteen percent (115%) of their capacity as determined by the Georgia Department of Education and there are no other available buildings, as determined in Landlord's reasonable discretion (the "Trigger Event"). In the event Landlord exercises the termination right granted under this paragraph, a termination fee ("Termination Fee") will be due from Landlord to Tenant at the time at which the termination is to become effective. The Termination Fee shall equal the unamortized cost of any Alterations made by Tenant, if such Alterations were approved in advance by Landlord as specified in Section 6.5 below, at an interest rate of 4.5 % over the Term. Notwithstanding the foregoing, the termination right granted in this paragraph shall be inapplicable, null and void in the event that the Trigger Event is precipitated by the closure of one of the listed elementary schools.

(b) Landlord may terminate this Lease effective at any time beyond the Initial Term for any reason by delivering advance written notice to Tenant no less than eighteen (18) months prior to the date set forth in the notice for termination. Said notice may be given prior to the expiration of the Initial Term, but shall not be effective until the Initial Term has first expired. In the event Landlord exercises the termination right granted under this paragraph, the Termination Fee will be due from Landlord to Tenant at the time the termination is to become effective.

(c) Landlord may terminate this Lease at any time should Tenant breach any material term of the Lease, which breach is not cured within thirty (30) days following Tenant's receipt of written notice of the same; provided, however, if such breach is not capable of cure within such initial thirty (30) day period, the cure period shall be extended for an additional period of time as necessary so long as Tenant initiated the cure during such initial thirty (30) day period and is thereafter diligently pursuing such cure. No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.

(d) In addition to Tenant's rights under Article II above, Tenant may terminate this Lease at any time by delivering six (6) months' advance written notice to Landlord. In no event, however, shall Tenant's termination be effective until the end of an academic year. No Termination Fee shall apply in the event this Lease is terminated in accordance with this paragraph.

(e) A termination pursuant to this Section 3.3 shall not terminate any of the liabilities or indemnifications that otherwise survive the expiration or termination of this Lease.

3.4 Surrender and Holdover. On the last day of the Term, or upon any earlier termination of this Lease, or upon any repossession of the Premises by Landlord hereunder: (a) Tenant shall quit and surrender the Premises to Landlord "broom clean", in good order, and in a condition that would reasonably be expected with normal and customary use in accordance with prudent operating practices and in accordance with the covenants and requirements imposed under this Lease, subject only to ordinary wear and tear (as is attributable to deterioration by reason of time and use, in spite of Tenant's diligent care and maintenance), with all plumbing, electrical, water and sewer, and HVAC equipment and apparatus being in good working condition; (b) Tenant shall remove all of Tenant's personal property therefrom, except as otherwise expressly provided in this Lease, and (c) Tenant shall surrender to Landlord any and all keys, access cards, computer codes or any other items used to access the Premises. Property not so removed shall become the property of Landlord, and Landlord may thereafter cause such property to be removed from the Premises and disposed of, but the cost of any such removal and disposition and the cost of repairing any damage caused by such removal shall be borne by Tenant. Upon prior notice (which may be delivered telephonically) and as long as Landlord does not unreasonably interfere with Tenant's operations, Landlord shall be permitted to inspect the

Premises during normal business hours in order to verify compliance with this Section 3.4 at any time prior to (x) the Expiration Date, (y) the effective date of any earlier termination of this Lease, or (z) the surrender date otherwise agreed to in writing by Landlord and Tenant. The obligations imposed on Tenant under this Section 3.4 shall survive the termination or expiration of this Lease. If Tenant remains in possession after the Expiration Date hereof or after any earlier termination date of this Lease or of Tenant's right to possession (collectively, the "Termination Date"): (i) Tenant shall be deemed a tenant-at-sufferance, subject to immediate eviction; (ii) Tenant shall pay all actual damages sustained by Landlord by reason of Tenant's remaining in possession after the expiration or termination of this Lease; and (iii) there shall be no renewal or extension of this Lease by operation of law.

ARTICLE IV
RENT AND OCCUPANCY EXPENSES

4.1 Rent. There shall be no rental charge.

4.2 Occupancy Expenses. Tenant shall be responsible for any Occupancy Expenses that are due and payable at any time or from time to time during the Term and for any Occupancy Expenses that are assessed, become a lien, or accrue during the Term. Tenant shall directly pay on a timely basis and to the appropriate entity any and all of the Occupancy Expenses. The term "Occupancy Expenses" shall mean all costs, expenses and charges of every kind or nature relating to, or incurred in connection with, the ownership, maintenance and operation of the Premises, including, but not limited to the following: (i) Taxes, as hereinafter defined in Section 4.3; (ii) dues, fees or other costs and expenses, of any nature, due and payable to any association or comparable entity to which Landlord, as owner of the Premises, is at any time a member or otherwise belongs and that may govern or control any aspect of the ownership and operation of the Premises; and (iii) any real estate taxes and common area maintenance expenses levied against, or attributable to, the Premises under any declaration of covenants, conditions and restrictions, reciprocal easement agreement or comparable arrangement that may encumber the Premises and benefit other real property. Occupancy Expenses shall include those expenses (including, but not limited to, a portion of the compensation paid to employees performing or providing such services, pro-rated to reflect the extent of the employee's time spent performing or providing such services), if any, incurred by Landlord in order to perform or provide any services required of Landlord under this Lease or to provide any services that (x) are specifically requested by Tenant and (y) Landlord elects to provide, upon Tenant's request, it being understood that Landlord is under no obligation to provide any such services. In no event does Landlord, nor shall Landlord, have any maintenance, repair, replacement or similar obligations with respect to the Premises, except as expressly and specifically set forth in this Lease.

4.3 Taxes. The term "Taxes" shall mean (i) all governmental taxes, assessments, fees and charges of every kind or nature, whether general, special, ordinary or extraordinary, due at any time or from time to time, during the Term and any extensions thereof, in connection with the ownership, leasing, or operation of the Premises, or of the personal property and equipment located therein or used in connection therewith; and (ii) any reasonable, out-of-pocket expenses

incurred by Landlord in contesting such taxes or assessments and/or the assessed value of the Premises. For purposes hereof, Tenant shall be responsible for any Taxes that are due and payable at any time or from time to time during the Term (including, but not limited to, those Taxes that accrue prior to the Commencement Date), and for any Taxes that are assessed, become a lien, or accrue during the Term (regardless of when payable), which obligation shall survive the termination or expiration of this Lease. If, at any time during the Term, the methods of taxation prevailing on the date hereof shall be altered so that in lieu of, or as a substitute for, the whole or any part of the taxes, charges or assessments now levied, assessed or imposed and which otherwise would be payable by Tenant under the terms of this Lease, there shall be levied, assessed or imposed a new tax, assessment, levy, imposition, license fee or charge wholly or partially as an income, margin, revenue, franchise, excise, capital stock tax, then such additional or substitute tax, assessment, levy, imposition, fee or charge shall be included within "Taxes" for purposes hereof. To the extent that any retroactive tax liability arises pursuant to any tax abatement agreement to which Tenant is a party, Tenant shall be and remain liable for such retroactive liability, regardless of whether said liability relates to a period of time or accrued prior to, or following, the Commencement Date. The obligations of this Section 4.3 shall survive the termination or expiration of the Lease.

ARTICLE V
PERMITTED USE

5.1 Permitted Use. Tenant may use the Premises for operation of a public charter school and all uses incidental thereto, provided that the use is for an educational purpose (the "Permitted Use"). Notwithstanding the foregoing. Tenant may use or allow the use of the Premises for occasional non-educational purposes (*e.g.*, athletic contests and extra-curricular activities) so long as such non-educational purposes are ancillary to, and not in lieu of, the Permitted Use.

ARTICLE VI
MAINTENANCE, REPAIRS AND ALTERATIONS

6.1 Condition and Delivery of Premises. Tenant agrees that Tenant is familiar with the condition of the Premises, and Tenant hereby accepts the foregoing on a strictly "AS-IS", "WHERE-IS" and "WITH ALL FAULTS" basis. Tenant acknowledges and agrees that neither Landlord, nor any representative of Landlord, has made any representation as to the condition of the foregoing or the suitability of the foregoing for Tenant's intended use. Tenant represents and warrants that Tenant has made its own inspection of the foregoing. At no time during the Term shall Landlord be obligated to make any repairs, replacements or improvements (whether structural or otherwise) of any kind or nature to the foregoing in connection with, or in consideration of, this Lease.

6.2 Obligation to Maintain Premises.

(a) Tenant agrees that it will, at its sole expense, keep and maintain the Premises in good repair and appearance, and will with reasonable promptness make all

structural and non-structural, foreseen and unforeseen, and ordinary and extraordinary changes and repairs of every kind and nature which may be required to be made upon or in connection with the Premises or any part thereof in order to accomplish the same. Without limiting the generality of the foregoing, the Tenant (i) shall maintain in good repair and condition the roof, foundation, walls, floors, driveways providing access to the Premises, sidewalks, curbs, parking lots, lights and light poles, utility lines serving the Premises, improvements and replacements of each of the foregoing, heating, ventilating, and air conditioning systems, plumbing and electrical systems, downspouts, fire sprinkler system, (ii) shall cut, mow, trim and maintain all shrubbery, grass, playing fields and other landscaped areas so as to keep the same in presentable, useable and proper form, and (iii) shall make any and all other repairs or maintenance necessary for any portion or part of the interior or the exterior of the Improvements or the grounds of the Premises. Tenant shall keep the Premises in a sanitary condition, free of insects, rodents and other pests and shall keep the Premises free from rubbish, trash and garbage at all times. All garbage shall be placed in proper receptacles or dumpsters. Tenant shall not allow any damage to be committed on any portion of the Premises, and at the termination of this Lease, by lapse of time or otherwise, Tenant shall deliver the Premises to Landlord in good condition pursuant to Section 3.4 hereof.

(b) Landlord shall not be required to maintain, repair or rebuild, or to make any alterations, replacements or renewals of any nature to the Premises or any part thereof, and Tenant hereby expressly waives the right to make repairs at the expense of Landlord, which right may be provided for in any present or future law.

6.3 Utilities and Service Contracts. Tenant shall arrange for all water, gas, electricity, telephone and any other utility service used at the Premises and shall provide for garbage, cleaning and extermination services. Tenant shall pay directly to the applicable utility companies or governmental agencies the fees or charges for the use of all utilities consumed on the Premises before they become delinquent. Tenant's use of electrical energy in the Premises shall not, at any time, exceed the capacity of either or both of (x) any of the electrical conductors and equipment in or otherwise servicing the Premises; and (y) the HVAC systems of the Premises.

6.4 Alterations. Tenant shall have the right to (i) renovate the Premises (including the existing building(s) and all improvements related or ancillary thereto) without making structural changes, (ii) erect or install upon the Premises one or more modular buildings, (iii) install and connect all utility services as may be necessary, (iv) install fencing and signage, (v) alter and change the landscaping, grassed areas and paved surfaces located upon the Premises so as to optimize the functionality of the Premises for the Permitted Use. Notwithstanding the foregoing, any structural improvements ("Alterations") to the Premises must be approved in advance by Landlord as specified in Section 6.5 below. All permanent improvements made by Tenant shall remain with the Premises following the expiration or earlier termination hereof; however, Tenant

may remove any of its trade fixtures, furniture, and equipment; provided however, that the cost of any such trade fixtures, furniture or equipment so removed shall not be included in any Termination Fee calculated pursuant to Article III. Tenant shall leave the Premises in a condition equal to or better than that in which they were received, normal wear and tear excepted.

6.5 Consent to Alterations. Before proceeding with any Alterations, Tenant shall (i) at Tenant's expense, obtain all necessary governmental permits and certificates for the commencement and prosecution of such Alterations; (ii) submit to Landlord, for its written approval, working drawings, plans and specifications, and all permits for the work to be done; (iii) cause those contractors, materialmen and suppliers engaged to perform the Alterations to deliver to Landlord certificates of insurance (in a form reasonably acceptable to Landlord) evidencing policies of builders risk, commercial general liability insurance (providing the same coverages as required in Section 8 herein) and workers' compensation insurance, and (iv) cause each contractor or sub-contractor performing such work to obtain a "payment and performance bond" in favor of Landlord which will obligate the surety to complete the Alterations then being constructed if such contractor fails to complete the same (the identity of the surety and the form of the bond shall be subject to Landlord's approval). Upon Landlord's written approval of such Alterations, Tenant shall promptly (v) cause the Alterations to be performed in compliance with Landlord's written approval, all applicable permits, Laws and requirements of public authorities; and (vi) cause the Alterations to be completed promptly in a good and workmanlike manner, using new materials and equipment. Upon the substantial completion of any Alterations, Tenant shall provide Landlord with "as built" plans, copies of all construction contracts, governmental permits and certificates and proof of payment for all labor and materials, including, without limitation, copies of paid invoices and final lien waivers. Should any mechanics', materialmen's or other similar liens be filed against the Premises, Tenant, at its sole cost and expense, shall cause the lien to be canceled and discharged of record by bond or otherwise within thirty (30) days of receiving actual notice of such lien. The obligations of this Section 6.5 shall survive the expiration or earlier termination of this Lease.

6.6 Landlord's Property. Subject to Tenant's insurance obligations, all fixtures, improvements and appurtenances attached to, or built into, the Premises at the commencement of, or during the Term, whether or not placed there by or at the expense of Tenant, shall become and remain a part of the Premises; shall be deemed the property of Landlord (the "Landlord's Property"), without compensation or credit to Tenant; and shall only be removed by Tenant at the Expiration Date (or early termination date of this Lease), if Landlord so requires.

6.7 Landlord's Right to Inspect. Upon reasonable prior notice to Tenant (which may be delivered telephonically) and as long as Landlord does not unreasonably interfere with Tenant's operations, Landlord, and its respective agents, employees and representatives shall have the right to enter and/or pass through the Premises at any time or times (except in the event of emergency for which no prior notice is required) to examine and inspect the Premises and to show it to actual and prospective lenders, prospective purchasers of the Premises or providers of capital to Landlord; and in connection with the foregoing, to install a sign at or on the Premises to advertise the Premises for sale. During the period of six (6) months prior to the Expiration

Date (or at any time, if Tenant has abandoned the Premises or is otherwise in default under this Lease), Landlord and its agents may exhibit the Premises to prospective purchasers and/or tenants.

ARTICLE VII
DAMAGE AND DESTRUCTION

7.1. Notice. In the event of any damage to or destruction of all or any part of the Premises, Tenant will promptly give written notice thereof to Landlord generally describing the nature and extent of such damage or destruction.

7.2. Restoration. In the event of any damage to or destruction of all or any part of the Premises and whether or not the insurance proceeds on account of such damage or destruction shall be sufficient for the purpose, Tenant shall obtain Landlord's consent to commence Restoration (as defined below) in accordance with the provisions of Section 6.5 hereof and thereafter, at Tenant's expense, commence within thirty (30) days of such damage or destruction and complete within one hundred twenty (120) days of the time of commencement the restoration, replacement or rebuilding of the Premises, as the case may be, as nearly as practicable to its value, architectural condition and character as existed immediately prior to such damage, destruction or condemnation so as to permit resumption of the use of the Premises for the purposes enumerated in Article V (such restoration, replacement or rebuilding, together with any temporary repairs and property protection pending completion of the work, are herein collectively referred to as "Restoration").

7.3. Application of Proceeds. Except as otherwise provided in 7.02 hereof, insurance proceeds received on account of any damage to or destruction of the Premises or any part thereof shall be applied to pay for the cost of Restoration. To the extent any such proceeds shall be inadequate to pay such cost, it shall be Tenant's sole cost and obligation to pay all costs of Restoration. Tenant hereby expressly waives the provisions of any present or future law relating to damage or destruction and agrees that the provisions of this Lease shall control the rights of Landlord and Tenant with respect thereto.

ARTICLE VIII
INSURANCE

8.1 Insurance. From and after the earlier of (i) Tenant's entrance upon the Premises to commence renovations or (ii) the Commencement Date, Tenant shall carry insurance with respect to the Premises as set forth in Exhibit "A" hereto. Notwithstanding the foregoing, Tenant shall not be required to maintain the insurance described in item 3 of Exhibit "A" until such time that Tenant's insurance provider does not consider the Premises "vacant", but in no event shall such date be later than July 1, 2012.

Landlord must be named as an additional insured on all such policies. If either party carries all-risk or other property insurance, then such policy shall contain a waiver of subrogation

in favor of the other party, as herein below set forth. All such insurance coverages may be carried under "blanket" or "umbrella" policies from insurers licensed in the State of Georgia.

8.2 Waiver of Subrogation. Anything in this Lease to the contrary notwithstanding, Tenant hereby waives and releases Landlord of and from any and all rights of recovery, claim, action or cause of action, against Landlord, its agents, officers and employees, for any loss or damage that may occur to the Premises or improvements thereon, which is covered by insurance or would be covered by insurance required hereunder, regardless of cause or origin, including negligence of Landlord and their members, partners, agents, officers and employees. Tenant agrees to give immediately to its insurance companies which have issued policies of insurance covering any risk of direct physical loss, written notice of the terms of the waiver contained in this Section 8.05, and to have the insurance policies properly endorsed, if necessary. Tenant acknowledges that the waiver and release set forth in this Section are intended to result in any loss or damage which is covered by insurance being borne by the insurance carrier of Tenant, or by Tenant if such loss is not covered by insurance. Tenant agrees that such waiver and release were freely bargained for and willingly and voluntarily agreed to by Tenant and do not constitute a violation of public policy.

ARTICLE IX
EMINENT DOMAIN

9.1 Condemnation. If during the Term hereof, all or substantially all of the Premises shall be taken under power of eminent domain by any public or private authority, then Tenant may elect to terminate this Lease as of the date of such taking; subject, however, to the right of Tenant, at its election, to continue to occupy the Premises, subject to the terms and provisions of this Lease, for all or such part of the period between the date of such taking and the date when possession of the Premises shall be taken by the taking authority.

9.2 Award. All compensation awarded for any taking of the Premises shall belong to Landlord, and Tenant hereby assigns its interest in any award for such taking.

9.3 Dealings with Taking Authority. Landlord and Tenant agree to promptly notify the other party when either of them receives actual notice of a taking or a threat thereof. Landlord and Tenant shall cooperate in good faith in contesting any taking, if such contest is desired by either party, with the contesting party bearing all costs and expenses thereof and, if said taking cannot be reasonably prevented, the contesting party shall endeavor to obtain the highest award possible for the property taken, the costs of said endeavor to be borne by the parties in proportion to their respective awards.

ARTICLE X
QUIET ENJOYMENT

Contingent upon Tenant's compliance with the terms of this Lease, Landlord agrees that Tenant shall quietly and peaceably hold, possess and enjoy the Premises for the full term of this Lease without any hindrance or molestation by Landlord or anyone lawfully claiming by,

through, or under Landlord. Tenant acknowledges and agrees that Tenant has had the opportunity to fully satisfy itself with the condition of title to the Premises and that Landlord makes no representation or warranty as to the quality or condition of such title.

ARTICLE XI
COMPLIANCE WITH LAWS

11.1 Compliance with Laws. During the Term, Tenant shall, at its sole expense (regardless of the cost thereof), comply with all local, state and federal laws, rules, regulations and requirements now or hereafter in force and all judicial and administrative decisions in connection with the enforcement thereof pertaining to either or both of the Premises and Tenant's use and occupancy thereof (collectively, "Laws"), whether such Laws (a) concern or address matters of an environmental nature; (b) require the making of any structural, unforeseen or extraordinary changes; and (c) involve a change of policy on the part of the body enacting the same, including, in all instances described in (a) through (c), but not limited to, the Americans With Disabilities Act of 1990 (42 U.S.C. Section 12101 *et seq.*). If any license or permit is required for the conduct of Tenant's business in the Premises, Tenant, at its expense, shall procure such license prior to the Commencement Date, and shall maintain such license or permit in good standing throughout the Term. Tenant shall give prompt notice to Landlord of any written notice it receives of the alleged violation of any Law or requirement of any governmental or administrative authority with respect to either or both of the Premises and the use or occupation thereof.

11.2 Hazardous Materials. Tenant acknowledges that Landlord has not conducted any environmental testing of the Premises. Tenant acknowledges and agrees that neither Landlord, nor any representative of Landlord, has made any representation or warranty with respect to the environmental condition of the Premises or the presence of any hazardous materials. As used herein, "hazardous materials" shall be interpreted broadly to include, but not be limited to, any material or substance that is defined or classified under federal, state, or local laws as: (a) a "hazardous substance" pursuant to section 101 of the Comprehensive Environmental Response, Compensation and Liability Act, 42 U.S.C. §9601(14), section 311 of the Federal Water Pollution Control Act, 33 U.S.C. §1321, as now or hereafter amended; (b) a "hazardous waste" pursuant to section 1005 or section 3001 of the Resource Conservation and Recovery Act, 42 U.S.C. §§6903, 6921, as now or hereafter amended; (c) a toxic pollutant, under section 307(a)(1);(d) a "hazardous air pollutant" under section 112 of the Clean Air Act, 42 U.S.C. §7412, as now or hereafter amended; (e) a "hazardous material" under the Hazardous Materials Transportation Uniform Safety Act of 1990, 49 U.S.C. App. §18092(4), as now or hereafter amended; (f) toxic or hazardous pursuant to regulation promulgated now or hereafter under the aforementioned laws; or (g) presenting a risk to human health or the environment under other applicable federal, state or local laws, ordinances, or regulations, as now or as may be passed or promulgated in the future.

11.3 Environmental Indemnity. Tenant hereby defends, indemnifies and holds harmless the Landlord from and against any and all Losses (defined below), of whatever kind

and nature that the Landlord suffers or incurs as a result of, or due to, or because of either or both of (a) any accident, occurrence, condition involving, or release of, Hazardous Materials in, on or from the Premises prior to or during the Term and (b) the presence in, on or under or migration from the Premises prior to or during the Term of any Hazardous Materials, including, without limitation, in the case of either or both of (a) and (b) any such Losses (x) arising out of any injury or death to any person or damage to any property or (y) requiring (i) remediation, investigation, removal or treatment or (ii) any other remedial action or (iii) payment of any fine under the terms of any applicable Laws or any regulation, rule, guidance or directive of any federal, state or local governmental authority. Notwithstanding anything to the contrary contained in this Lease, the provisions of this Section 11.3 will survive the termination or expiration of this Lease and the surrender of the Premises by Tenant.

ARTICLE XII
MISCELLANEOUS

12.1 Non-Waiver of Default. No acquiescence by either party to any default by the other party hereunder shall operate as a waiver of its rights with respect to any other breach or default, whether of the same or any other covenant or condition.

12.2 Recording. This Lease shall not be recorded. A short form or memorandum of this Lease in a form reasonably acceptable to Landlord and Tenant, describing the Premises and setting forth the term of this Lease and such other non-monetary provisions as Tenant shall reasonably require, may be recorded by Tenant at Tenant's sole cost and expense.

12.3 Notice. Any notice or consent required to be given by or on behalf of either party to the other shall be in writing and mailed by registered or certified mail, return receipt requested or personally delivered, sent by courier or expedited mail service, addressed to the other party as follows:

If to Tenant:

DeKalb Preparatory Academy
c/o Laura Crawley
2743 Shetland Dr.
Decatur, GA 30033

If to Landlord:

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

US2008 2975735.5
16383655.1
16516574.1

With a copy by similar means to:

Joshua Mayes, Esq.
Sutherland Asbill & Brennan LLP
999 Peachtree Street, NE
Atlanta, Georgia 30309

or at such other address as may be specified from time to time in writing by either party. All such notices hereunder shall be deemed to have been given on the date of delivery unless delivery is refused or cannot be reasonably made, in which case the date of refusal or inability to deliver shall be deemed the date notice has been given.

12.4 Assignment and Subletting; Mortgages.

(a) During the Term, Tenant may not sublet the whole or any part of the Premises or assign this Lease (voluntarily or involuntary) in whole or in part or allow all or a portion of the Premises to be used by another party without the prior written consent of Landlord, which Landlord, in its sole and absolute discretion, may withhold for any reason whatsoever. For purposes of this Lease, any transfer of this Lease (voluntarily or involuntarily) by any method, including without limitation by operation of law through merger or consolidation or by change in control of Tenant, directly or indirectly, shall be deemed to be an assignment.

(b) Except as otherwise expressly permitted by Section 12.4, neither this Lease, the Lease Term nor the interest of Tenant in and to any sublease of the Premises or the rentals payable thereunder shall be mortgaged or otherwise encumbered by Tenant. Any such mortgage, pledge, sublease or assignment made in violation of this Section 13.4 shall be void.

(c) Landlord shall have the right, at any time and without the consent of Tenant, to sell, transfer or assign, in whole or in part, Landlord's rights and obligations under this Lease and its interest in the Premises. Any such sale, transfer or assignment in whole shall operate to release Landlord from any and all liabilities under this Lease arising after the date of such sale, transfer or assignment.

(d) Landlord shall have the right, at any time and without Tenant's consent, to mortgage, pledge or otherwise hypothecate or encumber Landlord's interest in the Premises or grant a deed to secure debt as to all or a portion of the Premises and this Lease shall automatically become subject and subordinate to any such mortgage or deed to secure debt. Notwithstanding the foregoing, Tenant agrees to execute an agreement subordinating this Lease to any such mortgage, deed to secure debt or encumbrance. Landlord may, at any time and from time to time, assign as security for any indebtedness of Landlord, any or all of the rights and interests in whole or in part of Landlord under this Lease. The assignee may enforce any and all of the terms of this Lease, to the extent so assigned, as though the assignee had been a party hereto. No action or failure to act on the part of Landlord shall adversely affect or limit any right of the assignee. No assignment

shall constitute an assumption of any obligation hereunder on the part of the assignee. The provisions of this paragraph 12.4(d) are made for the benefit and security of any such assignee. All rights and interest of the assignee shall be terminated upon the termination of such assignment in the manner specified in the instrument effecting such assignment.

12.5 Partial Invalidity. If any provision of this Lease or the application thereof to any person or circumstance shall to any extent be held invalid, then the remainder of this Lease or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby, and each provision of this Lease shall be valid and enforced to the fullest extent permitted by law.

12.6 Interpretation. In interpreting this Lease in its entirety, the printed provisions of this Lease and any additions written or typed thereon shall be given equal weight, and there shall be no inference, by operation of law or otherwise, that any provision of this Lease shall be construed against either party hereto.

12.7 Headings, Captions and References. The section captions contained in this Lease are for convenience only and do not in any way limit or amplify any term or provision hereof. The use of the terms "hereof", "hereunder" and "herein" shall refer to this Lease as a whole, except when noted otherwise. The use of the masculine or neuter genders and the singular form shall include the plural when the context so requires.

12.8 Brokerage Commissions. Landlord and Tenant each warrants and represents to the other that there are no brokers, finders fees or any real estate commissions due to any broker, agent or other party in connection with the negotiation or execution of this Lease or on behalf of either of them. Tenant hereby agrees to indemnify and hold Landlord harmless from and against any and all costs, expenses, liabilities, causes of action, claims or suits by any party for compensation, commissions, fees or other sums claimed to be due or owing with respect to the representation of Tenant in effecting or procuring this Lease.

12.9 Governing Law. This Lease shall be construed under the laws of the State of Georgia.

12.10 Non-Liability. None of Landlord, or its affiliates, partners, directors, officers, agents and employees shall be liable to Tenant for any loss, injury, or damage, to Tenant or to any other person, or to its or their property, irrespective of the cause of such injury, damage or loss. Further, none of Landlord, or its affiliates, partners, directors, officers, agents and employees shall be liable to Tenant (a) for any damage caused by other persons in, upon or about the Premises, or caused by operations in construction of any public or quasi-public work; (b) for consequential or indirect damages purportedly arising out of any loss of use of the Premises or any equipment or facilities therein by Tenant or any person claiming through or under Tenant; (c) for any defect in the Premises; (d) for injury or damage to person or property caused by fire, or theft, or resulting from the operation of HVAC or lighting apparatus, or from falling plaster,

or from steam, gas, electricity, water, rain, snow, ice, or dampness, that may leak or flow from any part of the Premises, or from the pipes, appliances or plumbing work of the same.

12.11 Indemnity. In addition to the indemnity set forth in Section 11.3 above, Tenant indemnifies, defends, and holds Landlord harmless from any and all Losses including without limitation reasonable attorney's fees actually incurred, arising from or in connection with any or all of : (a) Tenant's use of the Premises; (b) Tenant's conduct or management of the Premises or any business therein, or any work or Alterations done, or any condition created by any or all of Tenant and any or all of its members, partners, officers, directors, employees, invitees, managers, contractors, and representatives (collectively, "Tenant's Parties"), in or about the Premises; (c) any act, omission or negligence of any or all of Tenant and Tenant's Parties; (d) any accident, injury or damage whatsoever occurring in, at or upon the Premises and caused by any or all of Tenant and Tenant's Parties; (e) any breach by Tenant of any or all of its warranties, representations and covenants under this Lease; (f) any actions necessary to protect Landlord's interest under this Lease in a bankruptcy proceeding or other proceeding under the Bankruptcy Code relating to this Lease or Tenant; (g) any violation or alleged violation by any or all of Tenant and Tenant's Parties of any Law; and (h) any claims made against Landlord by any third party contractor engaged by Tenant (collectively, "Tenant's Indemnified Matters"). In case any action or proceeding is brought against any or all of the Indemnitees by reason of any of Tenant's Indemnified Matters, Tenant, upon receipt of written notice from any or all of Landlord, Agent or any Landlord's lender, shall resist and defend such action or proceeding by counsel reasonably satisfactory to Landlord. The term "Losses" shall mean all claims, demands, expenses, actions, judgments, damages, penalties or fines imposed by any Law, liabilities, losses of every kind and nature, suits, administrative proceedings, out-of-pocket costs and fees, including, without limitation, reasonable attorneys' and consultants' fees and expenses, and the out-of-pocket costs of cleanup, remediation, removal and restoration, that are in any way related to any matter covered by the foregoing indemnity. Notwithstanding anything to the contrary contained in this Lease, the provisions of this Section 12.11 will survive the termination or expiration of this Lease and the surrender of the Premises by Tenant.

12.12 Entire Agreement. This Lease constitutes the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes all prior oral and written communications between the parties. No subsequent amendment or agreement shall be binding upon either party unless it is signed and delivered by both parties hereto. This Lease may be executed in counterparts.

12.13 Transfer by Landlord. In the event of a sale or conveyance by Landlord of the Premises, the same shall operate to release Landlord from any future liability for any of the covenants or conditions, express or implied, herein contained in favor of Tenant, and in such event Tenant agrees to look solely to Landlord's successor in interest with respect thereto and agrees to attorn to such successor.

12.14 No Agency Relationship. Nothing in this Lease shall be deemed or construed by the parties hereto, nor by any third party, as creating the relationship of principal and agent or of partnership or of joint venture between the parties hereto, it being understood and agreed that

neither any provision contained in this Lease, nor any acts of the parties hereto, shall be deemed to create any relationship between the parties hereto other than the relationship of landlord and tenant.

12.15 Time is of the Essence. Time is of the essence of this Lease. Anywhere a date certain is stated for payment or for performance of any obligation, the day certain so stated enters into and becomes a part of the consideration for this Agreement. If any date set forth in this Lease shall fall on, or any time period set forth in this Agreement shall expire on, a day which is a Saturday, Sunday or federal or state holiday, such date shall automatically be extended to, and the expiration of such time period shall automatically be extended to, the next day which is not a Saturday, Sunday or federal or state holiday. The final day of any time period under this Agreement or any deadline under this Agreement shall be the specified day or date, and shall include the period of time through and including such specified day or date.

12.16 Compliance with Codes and Ordinances. Tenant's use and maintenance of the Premises shall at all times comply with all applicable federal, state and local statutes, regulations, codes and ordinances.

12.17 Authority of Tenant. Tenant and the person(s) executing this Lease on behalf of Tenant hereby represent, warrant, and covenant with and to Landlord as follows: the individual(s) acting as signatory on behalf of Tenant is(are) duly authorized to execute this Lease; Tenant has procured (whether from its members, partners or board of directors, as the case may be), the requisite authority to enter into this Lease; this Lease is and shall be fully and completely binding upon Tenant; and Tenant shall timely and completely perform all of its obligations hereunder.

12.18 No Estate in Land. Tenant shall be granted a usufruct only in the Premises under this Lease, and not a leasehold or other estate in land, and that Tenant's interest hereunder is not subject to levy, execution and sale and is not assignable except with Landlord's prior written consent.

12.19 Estoppel Certificates. Tenant will, at any time and from time to time, upon not less than ten (10) days' prior request by Landlord, execute, acknowledge and deliver to Landlord a statement in writing, executed by Tenant having knowledge of the facts, certifying that this Lease is unmodified and in full effect (or, if there have been modifications, that this Lease is in full effect as modified, and setting forth such modifications), and either stating that to the knowledge of the signer of such certificate no default exists hereunder or specifying each such default of which the signer may have knowledge; it being intended that any such statement by Tenant may be relied upon by any prospective purchaser or mortgagee of the Premises or any portion thereof.

12.20 **LIMITATIONS ON LIABILITY.** IF LANDLORD SHALL BE IN DEFAULT UNDER THIS LEASE AND, IF AS A CONSEQUENCE OF SUCH DEFAULT, TENANT SHALL RECOVER A MONEY JUDGMENT AGAINST LANDLORD, SUCH JUDGMENT SHALL BE SATISFIED ONLY OUT OF THE RIGHT, TITLE AND INTEREST OF

LANDLORD IN THE PREMISES AS THE SAME MAY THEN BE ENCUMBERED AND NEITHER LANDLORD NOR ANY PERSON OR ENTITY COMPRISING LANDLORD SHALL BE LIABLE FOR ANY DEFICIENCY. IN NO EVENT SHALL TENANT HAVE THE RIGHT TO LEVY EXECUTION AGAINST ANY PROPERTY OF LANDLORD NOR ANY PERSON OR ENTITY COMPRISING LANDLORD OTHER THAN ITS INTEREST IN THE PREMISES AS HEREIN EXPRESSLY PROVIDED. IN NO EVENT SHALL ANY PARTNER OF LANDLORD, NOR ANY OFFICER, DIRECTOR OR EMPLOYEE OF LANDLORD OR ANY SUCH PARTNER OR OFFICER, DIRECTOR OR EMPLOYEE OF LANDLORD BE PERSONALLY LIABLE HEREUNDER.

12.21 Patriot Act. Tenant (which for this purpose includes its partners, members, principal stockholders and any other constituent entities (i) has not been designated as a "specifically designated national and blocked person" on the most current list published by the U.S. Treasury Department Office of Foreign Assets Control at its official website, <http://www.treas.gov/ofac/t11sdn.pdf> or at any replacement website or other replacement official publication of such list; (ii) is currently in compliance with and will at all times during the term of this Lease (including any extension thereof) remain in compliance with the regulations of the Office of Foreign Asset Control of the Department of the Treasury and any statute, executive order (including the September 24, 2001, Executive Order Blocking Property and Prohibiting Transactions with Persons Who Commit, Threaten to Commit, or Support Terrorism), or other governmental action relating thereto; and (iii) has not used and will not use funds from illegal activities for any payment made under the Lease.

ARTICLE XIII
DEFAULT

13.1 Default by Tenant. The following shall be deemed to be "Events of Default" by Tenant under this Lease: (i) Tenant shall fail to pay when due any payment required pursuant to this Lease; (ii) Tenant shall fail to comply with any term, provision or covenant of this Lease, other than any payment required pursuant to this Lease, and the failure is not cured within thirty (30) days after written notice to Tenant; (iii) Tenant shall file a petition or be adjudged bankrupt or insolvent under any applicable federal or state bankruptcy or insolvency law or admit that it cannot meet its financial obligations as they become due; or a receiver or trustee shall be appointed for all or substantially all of the assets of Tenant or any guarantor of Tenant's obligations; or Tenant shall make a transfer to defraud creditors or shall make an assignment for the benefit of creditors; or (iv) Tenant shall do or permit to be done any act which results in a lien being filed against the Premises.

13.2 Remedies for Tenant's Default. Upon the occurrence of any Event of Default, Landlord may at its option pursue any one or more of the following remedies, and any and all

other rights or remedies accruing to Landlord by law or otherwise, without any notice or demand to the extent permitted by applicable law:

(a) Terminate this Lease in accordance with Section 3.3(c) above, in which event Tenant shall immediately surrender the Premises to Landlord. Tenant agrees to pay on demand the amount of all losses and damages which Landlord may suffer by reason of termination of the Term of this Lease under this Paragraph 13.2(a).

(b) Commence dispossessory proceedings with or without the termination of this Lease.

(c) Commence proceedings against Tenant for all amounts owed by Tenant to Landlord.

(d) Enter upon and take possession of the Premises, without being liable for prosecution of any claim for damages or for trespass or other tort.

(e) Do or cause to be done whatever Tenant is obligated to do under the terms of this Lease, in which case Tenant agrees to reimburse Landlord on demand for any and all costs or expenses which Landlord may thereby incur. Tenant agrees that Landlord shall not be liable for any damages resulting to Tenant from effecting compliance with Tenant's obligations under this 13.2, whether caused by the negligence of Landlord or otherwise.

(f) Enforce the performance of Tenant's obligations hereunder by injunction or other equitable relief (which remedy may be exercised upon any breach or default or any threatened breach or default of Tenant's obligations hereunder).

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, this Lease has been executed as of the day and year first above written.

LANDLORD:

DeKalb County School District

By: _____

Name: Eugene P. Walker, Ph.D.

Title: Board Chair

[OFFICIAL SEAL]

TENANT:

DeKalb Preparatory Academy, Inc.

By: _____

Name: Laura Crowley

Title: Board Chair

US2008 2979735.5
16383655.1
16516574.1

Exhibit "A"

Insurance

1) Tenant shall procure and maintain throughout the term of this Agreement a policy or policies of insurance providing coverages as set forth below that shall protect the Tenant and the Indemnitees from any and all claims as set forth in the Indemnification clause above that may arise out of Tenant's operations under this Agreement. The foregoing policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to Landlord. Tenant shall procure the insurance policy(ies) at the Tenant's own expense and shall furnish to Landlord 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 Landlord 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.

   In addition to the Certificates of Insurance, Tenant's broker / insurer shall provide copies of the policy endorsements evidencing the coverage(s) for Landlord through the Indemnification and Insurance obligations assumed by Tenant herein. 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.

2) Tenant is required to maintain the following Liability insurance coverage(s) during the Term of this Agreement:

   (a) Commercial (Comprehensive) General Liability Policy (CGL), or equivalent coverage, to include the contractual obligation of Tenant for any liability assumed hereunder;

   (b) Should Tenant 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;

   (e) Under all coverages required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:

      (i) All coverages shall be on an "occurrence" not "claims made" basis;
      (ii) 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

13766347v.3
16383655.1
16516574.1

adversely change any coverage applicable to Landlord or an Indemnitee for any reason until at least thirty (30) days prior written notice has been given to Landlord;

(iii) Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;

(iv) All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof;

(v) 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.

(f) Under coverages required under Sections 2 (a) and (b) above, the policy(ies) shall be endorsed to include the following terms and conditions:

(i) Minimum limits of $1,000,000 per occurrence $3,000,000 in the annual aggregate (if applicable) with insurers approved to conduct business in the State of Georgia

(ii) Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.

(iii) Shall include Indemnitees as Additional Insureds.

(iv) A severability of interest or cross liability clause or endorsement applicable to Commercial (Comprehensive) General Liability, and any Excess Liability policy(ies).

3) Tenant is required to maintain the following insurance coverage(s) on the Property during the Term of this Agreement:

(a) All Risk Property (and Flood) Insurance including but not limited to the perils of: Fire, Lightning, Explosion, Windstorm or Hail, Smoke, Aircraft or Vehicle Impact, Riot, Strike or Civil Commotion, Vandalism and Malicious Mischief, Collapse, Flood, Leakage from Fire Protection Equipment, and Earth Movement with terms, conditions, sublimits, exclusions and amendments as is usual in the insurance industry.

(b) The amount of the insurance shall, at a minimum, have a $6,000,000 Stipulated Loss Value.

(c) Tenant shall maintain Property Insurance on the premises throughout the term of this lease and any renewal or extension with Deductibles and/or Self Insured Retentions acceptable to Landlord, however, in no event shall such Deductible or SIR exceed $500,000 per occurrence.

(d) Landlord shall be designated as the "Loss Payee as its interest may appear."

(e) Underwriters shall agree to waive any right of subrogation against Landlord.

(f) All losses in excess of $100,000 shall include Landlord in the adjustment and settlement of the claim. Landlord shall have the right to accept or reject any settlement for claims in excess of $100,000.

(g) The foregoing policy(ies) shall contain a provision that coverage afforded under this insurance will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to Landlord for any reason until at least thirty (30) days prior written notice has been given to Landlord.

13766347v.3
16383655.1
16516574.1

FIRST AMENDMENT TO GROUND LEASE

THIS FIRST AMENDMENT TO GROUND LEASE (this "***First Amendment***") is made and entered into effective as of the 30th day of June, 2017 (the "***First Amendment Effective Date***"), by and between the **DEKALB COUNTY SCHOOL DISTRICT, GEORGIA,** with an address of 1701 Mountain Industrial Blvd., Stone Mountain, GA 30083 ("***Landlord***") and **DEKALB PREPARATORY ACADEMY, INC.** a Georgia non-profit corporation and State of Georgia Local Education Agency, with an address of 2743 Shetland Drive, Decatur, GA 30033 ("***Tenant***"). The Tenant and Landlord are referred to herein collectively as the "Parties" and individually as a "Party."

WITNESSETH:

WHEREAS, Landlord and Tenant entered into that certain Ground Lease commencing on July 1, 2012 (the "***Lease***"), relating to that certain property commonly known as Glen Haven Elementary School, as more particularly described in the Lease (the "***Premises***");

WHEREAS, the Initial Term of the Lease is scheduled to expire on June 30, 2017;

WHEREAS, at the Georgia Department of Education's February 23, 2017, State Board Meeting, it was recommended that the Georgia State Board of Education approve a charter amendment for DeKalb Preparatory Academy, a grades K-8 start-up charter school approved by the DeKalb County Board of Education, to extend the charter term by two years to expire on June 30, 2019;

WHEREAS, to align with the action by the Georgia State Board of Education, the Parties wish to extend the term of the Lease for two (2) years instead of five (5) years as provided for by section 3.2 of the Lease;

WHEREAS, since the Parties desire to extend the Lease for a two (2) year period instead of a five (5) year period, the Parties wish to execute this First Amendment instrument to evidence their agreement to a two (2) year extension of the Lease although section 3.2 of the Lease states that no further instrument is needed to evidence an extension of the Lease;

WHEREAS, Landlord waives the requirement set forth in section 3.2 of the Lease that Tenant provide Landlord with a three hundred sixty (360) day prior written notice of Tenant's desire to extend the term of the Lease; and

WHEREAS, Landlord and Tenant desire to enter into this First Amendment for the purpose of evidencing their mutual understanding and agreement regarding the extension of the term, and certain other matters relating thereto as set forth herein below.

NOW, THEREFORE, for and in consideration of the premises hereto, the keeping and performance of the covenants and agreements hereinafter contained, and for Ten and 00/100 Dollars ($10.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto, intending to be legally bound, agree that the above whereas clauses are true and correct and agree to amend the Lease as follows:

1. **Defined Terms**. All terms used herein and denoted by their initial capitalization shall have the meanings set forth in the Lease unless set forth herein to the contrary.

2. **Extension of Term**. Effective immediately, Landlord and Tenant hereby extend the Term of the Lease for an additional two (2) full years, commencing on June 30, 2017 (the "***Extended Term Commencement Date***") and ending on June 30, 2019 (said two (2) full year extension is referred to herein as the "***Extended Term***"), unless sooner terminated in accordance with the terms of the Lease. Tenant hereby leases the Premises during the Term of the Lease, as extended hereby, on the same terms and conditions presently set forth in the Lease, except as otherwise set forth herein to the contrary; provided, however, Tenant shall receive no concessions or allowances on account of extending the Term of the Lease.

3. **Miscellaneous**. This First Amendment shall be governed by and construed in accordance with the laws of the State of Georgia, and shall be binding upon and inure to the benefit of the Parties hereto and their respective successors, successors-in-title, representatives and permitted assigns. In the event of any inconsistency or conflict between the terms of this First Amendment and of the Lease, the terms of this First Amendment shall control. The Parties agree to be bound by the conditions and terms of the Lease unless herein amended. The signatory of Landlord represents to Tenant that he is duly authorized to execute and deliver this First Amendment on behalf of Landlord. The signatory of Tenant represents to Landlord that she is duly authorized to execute and deliver this First Amendment on behalf of Tenant. The Lease, together with this First Amendment, constitutes and contains the sole and entire agreement of the Parties hereto with respect to the subject matter hereof and no prior or contemporaneous oral or written representations or agreements between the Parties and relating to the subject matter hereof shall have any legal effect. Tenant hereby acknowledges and agrees that, as of the date hereof, the Lease is subject to no offsets, claims, counterclaims or defenses of any nature whatsoever. Except as hereinabove provided, all other terms and conditions of the Lease shall remain unchanged and in full force and effect, and are hereby ratified and confirmed by the Parties hereto. This First Amendment may not be changed, modified, discharged or terminated in any manner other than by an agreement in writing signed by Landlord and Tenant or their respective heirs, representatives, successors and permitted assigns.

IN WITNESS WHEREOF, the Parties agree to the above terms and conditions and have caused this First Amendment to be duly authorized, executed, sealed and delivered as of the First Amendment Effective Date.

FOR LANDLORD:

DEKALB COUNTY SCHOOL DISTRICT

By: 
Name: Dr. R. Stephen Green
Title: CEO and Superintendent

FOR TENANT:

DEKALB PREPARATORY ACADEMY, INC.

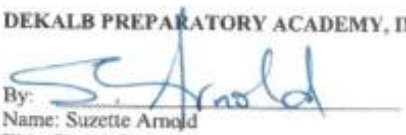
By: 
Name: Suzette Arnold
Title: Board Chair

EXHIBIT 20

Attach a copy of the school's Certificate of Occupancy.

DV749

DeKalb County
Department of Planning & Sustainability

Non-Residential Certificate of Occupancy

Installation or modification to signs at this location requires a separate Sign permit.

Project

Type: Non-Residential Permit Number: 1103-1529824 Project: MOSAICO EDUCATION,INC-M.L.A.I

Work Type: TENANT OR USE CHANGE PERMIT Construction Type: N/A

Occupancy Type: SCHOOLS, PUBLIC OR PRIVATE

Maximum Occupancy Load :

Property

Address: 1402 AUSTIN DR DECATUR,GA 30032

Parcel ID: 15 196 02 001 Lot #:

Zoning: R-75 Rezoning: N/A Land Use: SUB Census: 331.03 District: 03 07

Applicant

Owner: DEKALB BOARD OF EDUCATION Address: 3770 N DECATUR RD DECATUR, GA 30032

Tenant: N/A Address: N/A

This 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 7-93(f) of the DeKalb county code, this certificate may be revoked by the director of development or his/her duly authorized representative for either one or more of the following:

(1) changes or alterations in the type of permitted use or occupancy without approval.

(2) changes or violations of the conditions of the certificate without approval.

(3) alterations, additions, or improvements to the building, structure, or systems without approval.

Special Stipulations and/or Conditions (If Applicable)

Date: 10/18/2017 Issued By: _____

Permits, Zoning & Plans Review Supervisor

EXHIBIT 21

Attach a copy of the facility's Emergency Safety Plan.

CGIW1197 DEKALB PREPARATORY ACADEMY PAGE 1
021418 TIME 10:57 AM

SAFE SCHOOL PLAN
School Year 2017-2018

SAFE SCHOOL STUDENT & FACULTY POPULATION

Student(s) Population: 540

Faculty/Staff Population: 60

Transportation: 15 (Buses Needed to Evacuate)

Exceptional Ed Student(s) Population: 35

Exceptional Ed Student(s) Transportation:0 (Buses Needed to Evacuate)

Primary Relocation Site: Peace Baptist Church

Secondary Relocation Site: Towers High School

SAFE SCHOOL PLAN
School Year 2017-2018

SAFE SCHOOL EMERGENCY PLANNING COMMITTEE

Principal	: Christopher Estes	Phone No.: 678-360-3560
Asst. Principal	: Carla Pettis	Phone No.: 404-317-3555
Asst. Principal	: Selina Dukes-Walton	Phone No.: 404-863-6330
Other Staff	: Monica Brown	Phone No.: 864-905-4792
Other Staff	: Angela Rodgers	Phone No.: 770-815-2443
Counselor	: Kimberly Sims	Phone No.: 404-271-2008
Teacher	: Brandon Gathers	Phone No.: 404-476-1051
Teacher	: Terri Elmore	Phone No.: 404-492-4857
Custodian	: Moses Williams	Phone No.: 678-907-3799
Student	: Morgan Johnson	
Parent	: Mattie Reid	
Law Enforcement	: N/A	
Fire Department	: N/A	
Other	: N/A	
Other	: N/A	
Other	: N/A	
Other	: N/A	
Other	: N/A	

SAFE SCHOOL PLAN
School Year 2017-2018

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(1):	08/04/2017	August(2):	08/11/2017	September:	09/20/2017
October :	10/18/2017	November :	11/15/2017	December :	12/13/2017
January :	01/17/2018	February :	02/21/2018	March :	03/21/2018
April :		May :	05/16/2018		

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

Primary:	Peace Baptist Church	Grades:	K-8
Primary:	N/A	Grades:	N/A
Secondary:	Towers High School	Grades:	K-8
Secondary:	N/A	Grades:	N/A

Tornado Drill(s):

First Semester Date: 10/04/2017

Second Semester Date:
Second Semester Drill is the Statewide Drill in February of Each Year.

Intruder (Lockdown) Drills:

First Semester Date:	08/22/2017	Second Semester Date:	02/06/2018
Type of Lockdown:	LEVEL 1	Type of Lockdown:	LEVEL 2
Safe Schools Audit Score:	N/A	Safe Schools Audit Score:	N/A

SAFE SCHOOL PLAN
School Year 2017-2018

STAFF EMERGENCY ASSIGNMENTS

Designated staff to prepare and maintain the Emergency Kits:
Angela Rodgers
Clarence Jordan

Designated staff to contact Regional Superintendent:
Christopher Estes

Designated staff to identify missing/absent students and staff:
Carla Pettis
Selina Dukes-Walton

Designated staff to locate and identify the injured/sick:
Terri Elmore
Brandon Gathers
Armond Ward
Tynja Hall
Nicholas Brooks

Designated staff to accompany injured/sick to medical facilities:
Kimberly Sims
Selina Dukes-Walton

Identifed staff trained in First Aid and CPR:
Mignon Patterson
Michael Newell

Designated staff to handle telephone calls:
Carla Pettis
Angela Rodgers

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.
Linda Elder
Susan Wright
Karen Tino
Catherine Pollard-Essien

Designated staff to show emergency personnel utility and ventilation shutoffs:
Moses Williams

Designated staff to assist with pedestrian traffic and on-campus vehicle traffic:
Michael Newell
Adrian Sermons
Melba Smith

Designated staff to make temporary ID badges for staff and emergency personnel:
Veronica Grant
Larry Ford

Name(s) of person(s) to contact after hours for after-school/extra curricular activities and programs:
Angela Rdger
Michael Newell

CGIW1197 DEKALB PREPARATORY ACADEMY PAGE 5
021418 TIME 10:57 AM

SAFE SCHOOL PLAN
School Year 2017-2018

EMERGENCY KITS CHECKLIST	ANSWER
A copy of the DCSD Emergency Response Procedures and Protocols Manual	Yes
A copy of the Safe School/Crisis Management Plan	Yes
Current call rosters of all students including pertinent medical information, phone number(s), release information and contact(s) information	No
Current list of all staff members including phone numbers and contact information	No
Copy of school or district personnel directory with 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	No
Staff sign-in/sign-out sheets	Yes
List of students on off-campus trips	Yes
Five sets of safety gloves	Yes
Floor/Site Plan of the grounds and surrounding areas (Faculty floor plan with utility shut offs and detailed instruction on disablement)	Yes
Copies of photographs of the building(interior and exterior)	Yes
Copies of student and staff emergency contact/release information	Yes
Emergency Medical Information for the students & staff (Info. regarding students & staff with medical problems that may be impacted by evacuation/emergency)	Yes
Most recent yearbook	No
Flashlight and extra batteries	Yes
Bullhorn and extra batteries	Yes
Cell phone and/or walkie-talkie	Yes

CGIW1197 DEKALB PREPARATORY ACADEMY PAGE 6
021418 TIME 10:57 AM

SAFE SCHOOL PLAN
School Year 2017-2018

EMERGENCY KITS CHECKLIST	ANSWER
Basic First-Aid Kit	Yes
Emergency phone numbers of assistance agencies	No
Set of master keys	No
Bus routes and driver contact information	No

SAFE SCHOOL PLAN
School Year 2017-2018

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.	No
All students are taught the contents of the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	No
Grade-appropriate Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook tests are administered to all students.	Yes
All absent or new students receive and are taught the Code of Student Conduct - Student Rights and Responsibilities and Character Development Handbook.	Yes
Weapons, Drugs, Safe School Zone, and Bullying Signs are posted.	Yes
The state-sponsored Weapons and Drugs reporting number 1-877-SAY-STOP is posted.	Yes
A daily record of student absences is maintained and parents are contacted.	Yes
Students may be checked out of school ONLY by a parent or guardian.	Yes
The county-sponsored Alert Line reporting number 1-888-475-0482 is posted.	Yes

SAFE SCHOOL PLAN
School Year 2017-2018

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 Response Procedures and Protocols manual.	Yes
All staff members have or will receive information on the policy relative to student restraint.	Yes

CGIW1197 DEKALB PREPARATORY ACADEMY PAGE 9
021418 TIME 10:57 AM

SAFE SCHOOL PLAN
School Year 2017-2018

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 in the office.	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 requlat 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
School Year 2017-2018

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.	No
Response: Not Applicable	
All commercial deliveries are made at one designated entrance.	No
Response: Not Applicable	
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.	No
Response: Not Applicable	

SAFE SCHOOL PLAN
School Year 2017-2018

SAFETY AND SECURITY CHECKLIST	ANSWER
Student access to parking areas during the school day is restricted.	No
Response: Not Applicable	
Student drivers are aware that vehicles are subject to search when on school property.	No
Response: Not Applicable	
Employees are aware of their responsibility for items in their vehicle while on DCSD property.	Yes
Students are restricted from entering or remaining in vacant classrooms.	Yes
At the end of the work/school day, all exterior doors and restrooms are checked.	Yes
Classroom-to-office communications is operable and routinely tested.	Yes
Walkie-talkies are strategically located throughout the building and are in fair working condition.	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 break-area/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

SAFE SCHOOL PLAN
School Year 2017-2018

SAFETY AND SECURITY CHECKLIST	ANSWER
Students sign and date each time they take their medication.	Yes
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/visitors.	Yes
Copies of the Emergency Response Procedures and Protocols manual are distributed to all staff members. Response: <Selection List>	No
New and temporary staff members are informed of emergency and safety procedures.	Yes

SAFE SCHOOL PLAN
School Year 2017-2018

SAFETY AND SECURITY CHECKLIST	ANSWER
The staff is trained in Intruder Alert Procedures, including the alert and clear signals.	Yes
School bus safety rules are distributed to all students.	No
Response: Not Applicable	
All students participate in school bus emergency evacuations drills twice per year.	No
Response: Not Applicable	
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.	No
Response: Not Applicable	
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.	No
Response: Not Applicable	
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

CGIW1197 DEKALB PREPARATORY ACADEMY PAGE 14
021418 TIME 10:57 AM

SAFE SCHOOL PLAN
School Year 2017-2018

SAFETY AND SECURITY CHECKLIST	ANSWER
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
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.	No
Response: Not Applicable	
Portable classrooms are locked when unoccupied.	No
Response: Not Applicable	
Portable classroom doors are locked when class is in session.	No
Response: Not Applicable	

EXHIBIT 22

Complete and attach the budget template located on the Charter Schools Division's website:

Please note that the budget template includes:

- A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation;
- A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for the first five (5) years of the charter term.
- Back-up documentation proving the legal reality of additional sources of revenue included in the budget template – i.e., funds other than state and local funding, including bank statements and/or signed grant award letters

DeKalb Preparatory Academy
"Where Every Student Has A Gift"

5 YEAR BUDGET PROJECTION

School Name:	FY20__		FY2019			FY2021		FY2022		FY2023	
	Planning Year	% of Total	Year 1	% of Total	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total
ASSUMPTIONS											
Number of Students			540			555		570		585	
Facility Square Footage			55524			55524		55524		55524	
Number of Full Time Employees			63			64		66		67	
Full Time Employees (eligible for benefits)			61			61		61		61	
Number of Administrators			6			6		6		6	
Number of Teachers			54			55		57		58	
Number of Other Instructional Staff			1			1		1		1	
Number of Clerical Staff			2			2		2		2	
Number of Maintenance Staff			0			0		0		0	
Number of Food Service Staff			0			0		0		0	
Student Teacher Ratio			10			10		10		10	
Revenue Per Pupil (State and/or Local)			$10,477			$10,477		$10,477		$10,477	
Average Teacher Salary			$44,200			$45,949		$46,659		$47,592	
REVENUES											
State and/or Local Revenue (Rev Per Pupil*# of students)	$0		$5,657,580	94.9%	94.9%	$5,814,735	95.0%	$5,971,890	95.1%	$6,129,045	95.2%
3% District Administrative Fee (Explain any changes in notes)	$0		($169,727)	-2.8%	-2.8%	($174,442)	-2.8%	($179,157)	-2.9%	($183,871)	-2.9%
Meal Fees			$235,000	3.9%	3.9%	$241,527	3.9%	$245,640	3.9%	$253,436	3.9%
Title I			$145,000	2.4%	2.4%	$145,000	2.4%	$145,000	2.3%	$145,000	2.3%
Field Trips, Donations, Athletic fees			$95,000	1.6%	1.6%	$95,000	1.6%	$95,000	1.5%	$95,000	1.5%
				0.0%	0.0%		0.0%		0.0%		0.0%
				0.0%	0.0%		0.0%		0.0%		0.0%
				0.0%	0.0%		0.0%		0.0%		0.0%
				0.0%	0.0%		0.0%		0.0%		0.0%
				0.0%	0.0%		0.0%		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**		**$5,962,853**			**$6,121,820**		**$6,278,373**		**$6,438,610**	
EXPENSES											
PERSONNEL											
Principal		#DIV/0!	$322,395	5.6%	5.6%	$322,395	5.4%	$322,395	5.3%	$322,395	5.2%
Social Services (Social Worker/Counselor/Nurse)		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Technology Support		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Teachers	$0	#DIV/0!	$2,386,800	41.2%	42.2%	$2,527,195	42.5%	$2,659,563	43.7%	$2,760,336	44.5%
Arts/PE/Comp Sci		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Athletics/Extracurricular Coaches		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Guidance Counselor		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Special Education Teacher		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%

DeKalb Preparatory Academy
"Where Every Student Has A Gift"

Office Manager		#DIV/0!	$81,627	1.4%	1.4%	$81,627	1.4%	$81,627	1.3%	$81,627	1.3%
Office Assistant		#DIV/0!	$30,000	0.5%	0.5%	$30,000	0.5%	$30,000	0.5%	$30,000	0.5%
Business manager		#DIV/0!	$130,490	2.3%	2.3%	$130,490	2.2%	$130,490	2.1%	$130,490	2.1%
Maintenance		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Food Service		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Retirement Benefits		#DIV/0!	$602,200	10.4%	10.4%	$602,200	10.1%	$602,200	9.9%	$602,200	9.7%
Health Benefits		#DIV/0!	$382,537	6.6%	6.6%	$382,537	6.4%	$382,537	6.3%	$382,537	6.2%
FICA		#DIV/0!	$42,794	0.7%	0.7%	$42,794	0.7%	$42,794	0.7%	$42,794	0.7%
Other Payroll Expenses/Taxes		#DIV/0!	$138,738	2.4%	2.4%	$138,738	2.3%	$138,738	2.3%	$138,738	2.2%
		#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 Personnel	**$0**	**#DIV/0!**	**$4,117,582**	**71.1%**	**72.2%**	**$4,257,977**	**71.6%**	**$4,390,345**	**72.1%**	**$4,491,118**	**72.4%**
INSTRUCTION											
Textbooks		#DIV/0!	$100,000	1.7%	1.7%	$100,000	1.7%	$100,000	1.6%	$100,000	1.6%
Classroom Supplies		#DIV/0!	$85,000	1.5%	1.0%	$87,361	1.5%	$90,824	1.5%	$92,079	1.5%
Computers		#DIV/0!	$40,000	0.7%	0.7%	$40,000	0.7%	$40,000	0.7%	$40,000	0.6%
Software		#DIV/0!	$60,000	1.0%	1.0%	$60,000	1.0%	$60,000	1.0%	$60,000	1.0%
Field Trips		#DIV/0!	$59,000	1.0%	1.0%	$60,180	1.0%	$61,383	1.0%	$62,610	1.0%
Instructional Equipment		#DIV/0!	$100,000	1.7%	0.9%	$100,000	1.7%	$100,000	1.6%	$100,000	1.6%
Library and Media Center		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Student Assessment		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Classroom Furniture		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
PE Equipment		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Art Supplies		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Tutors		#DIV/0!	$20,000	0.3%	0.3%	$20,000	0.3%	$20,000	0.3%	$20,000	0.3%
Substitutes		#DIV/0!	$70,500	1.2%	1.2%	$70,500	1.2%	$70,500	1.2%	$70,500	1.1%
Total Instruction	**$0**	**#DIV/0!**	**$534,500**	**9.2%**	**8.0%**	**$538,041**	**9.0%**	**$542,707**	**8.9%**	**$545,189**	**8.8%**
SERVICES & SUPPLIES											
Student Uniforms		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Athletic Program		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Office Supplies		#DIV/0!	$25,020	0.4%	0.4%	$25,020	0.4%	$25,020	0.4%	$25,020	0.4%
Office Furniture		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Office Computers & Software		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Printing and Copy Services		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Postage and Shipping		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Bookkeeping		#DIV/0!	$10,000	0.2%	0.2%	$10,000	0.2%	$10,000	0.2%	$10,000	0.2%
Audit		#DIV/0!	$15,000	0.3%	0.3%	$15,000	0.3%	$15,000	0.2%	$15,000	0.2%
Payroll Services		#DIV/0!	$18,000	0.3%	0.3%	$18,000	0.3%	$18,000	0.3%	$18,000	0.3%
Banking Fees		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Legal Services		#DIV/0!	$24,000	0.4%	0.4%	$24,000	0.4%	$24,000	0.4%	$24,000	0.4%
Liability & Property Insurance		#DIV/0!	$54,000	0.9%	0.9%	$54,000	0.9%	$54,000	0.9%	$54,000	0.9%
Staff Development		#DIV/0!	$25,000	0.4%	0.4%	$25,000	0.4%	$25,000	0.4%	$25,000	0.4%
Special Education		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Health Services		#DIV/0!	$45,000	0.8%	0.8%	$45,000	0.8%	$45,000	0.7%	$45,000	0.7%

DeKalb Preparatory Academy
"Where Every Student Has A Gift"

Staff Recruitment		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Student Recruitment		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Tech Support		#DIV/0!	$90,000	1.6%	1.6%	$90,000	1.5%	$90,000	1.5%	$90,000	1.5%
Phone/Internet Service		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Food Service		#DIV/0!	$235,000	4.1%	4.1%	$241,425	4.1%	$247,950	4.1%	$254,475	4.1%
Transportation		#DIV/0!	$40,000	0.7%	0.7%	$40,000	0.7%	$40,000	0.7%	$40,000	0.6%
Health Supplies		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Pest Control		#DIV/0!	$2,400	0.0%	0.0%	$2,400	0.0%	$2,400	0.0%	$2,400	0.0%
Janitorial Supplies & Services		#DIV/0!	$106,500	1.8%	1.8%	$106,500	1.8%	$106,500	1.7%	$106,500	1.7%
Waste Disposal		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Marketing		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
School Administration		#DIV/0!	$45,000	0.8%	0.8%	$45,000	0.8%	$45,000	0.7%	$45,000	0.7%
Other/Fundraising		#DIV/0!	$29,000	0.5%	0.5%	$29,580	0.5%	$30,171	0.5%	$30,744	0.5%
Total Services & Supplies	**$0**	**#DIV/0!**	**$763,920**	**13.2%**	**13.2%**	**$770,925**	**13.0%**	**$778,041**	**12.8%**	**$785,139**	**12.7%**
FACILITIES											
Rent/Lease/Mortgage		#DIV/0!	$60,000	1.0%	1.0%	$60,000	1.0%	$60,000	1.0%	$60,000	1.0%
Grounds Maintenance		#DIV/0!	$26,000	0.4%	0.5%	$26,000	0.4%	$26,000	0.4%	$26,000	0.4%
Maintenance & Repair		#DIV/0!	$150,000	2.6%	2.6%	$150,000	2.5%	$150,000	2.5%	$150,000	2.4%
Utilities		#DIV/0!	$122,100	2.1%	2.1%	$123,468	2.1%	$125,937	2.1%	$128,456	2.1%
Fire Safety and Compliance		#DIV/0!		0.0%	0.0%		0.0%		0.0%		0.0%
Security		#DIV/0!	$8,800	0.2%	0.2%	$8,800	0.1%	$8,800	0.1%	$8,800	0.1%
Other		#DIV/0!	$11,000	0.2%	0.2%	$11,000	0.2%	$11,000	0.2%	$11,000	0.2%
Total Facilities	**$0**	**#DIV/0!**	**$377,900**	**6.5%**	**6.6%**	**$379,268**	**6.4%**	**$381,737**	**6.3%**	**$384,256**	**6.2%**
Total Expenses	**$0**		**$5,793,902**			**$5,946,211**		**$6,092,830**		**$6,205,702**	
Contingency Fund	$0		$100,000			$100,000		$100,000		$100,000	
Surplus (Deficit)	**$0**		**$68,951**			**$75,609**		**$85,544**		**$132,908**	

Cash Balance											
Beginning Cash (Renewals, conversions, or org. funding amount	**$1,406,294**		**$1,406,294**			**$1,572,092**		**$1,647,701**		**$1,733,245**	
Net Surplus (Deficit)	**$0**		**$68,951**			**$75,609**		**$85,544**		**$132,908**	
Ending Cash	**$1,406,294**		**$1,475,245**			**$1,647,701**		**$1,733,245**		**$1,866,153**	

DeKalb Preparatory Academy
"Where Every Student Has A Gift"

CASH FLOW PROJECTIONS-YEAR 1

School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,406,294	$1,433,749	$1,432,875	$1,433,272	$1,432,254	$1,440,251	$1,447,749	$1,448,789	$1,450,686	$1,453,583	$1,461,080	$1,463,907	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$5,487,853
Meal	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$235,000
Title I	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$145,000
Field Trips, Donations, Athletic fees	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$95,000
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$5,962,853**
Cash Disbursements:													
PERSONNEL													
Principal	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$322,395
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	$198,900	$198,900	$198,900	$198,900	$198,900	$198,900	$198,900	$198,900	$198,900	$198,900	$198,900	$198,900	$2,386,800
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	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$81,627
Office Assistant	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
Business manager	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$130,490
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	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$602,200
Health Benefits	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$382,537
FICA	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$42,794
Other Payroll Expenses/Taxes	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$138,738
													$0
													$0
Total Personnel	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$343,132**	**$4,117,582**
INSTRUCTION													
Textbooks	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333	$8,333.33	$8,333.33	$8,333.33	$100,000
Classroom Supplies	$7,083.33	$7,083.33	$7,083.33	$7,083.33	$7,083.33	$7,083.33	$7,083.33	$7,083.33	$7,083	$7,083.33	$7,083.33	$7,083.33	$85,000
Computers	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333	$3,333.33	$3,333.33	$3,333.33	$40,000
Software	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000	$5,000.00	$5,000.00	$5,000.00	$60,000

DeKalb Preparatory Academy
"Where Every Student Has A Gift"

Field Trips	$4,916.67	$4,916.67	$4,916.67	$4,916.67	$4,916.67	$4,916.67	$4,916.67	$4,916.67	$4,917	$4,916.67	$4,916.67	$4,916.67	$59,000
Instructional Equipment	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333	$8,333.33	$8,333.33	$8,333.33	$100,000
Library and Media Center	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0	$0.00	$0.00	$0.00	$0
Student Assessment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0	$0.00	$0.00	$0.00	$0
Classroom Furniture	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0	$0.00	$0.00	$0.00	$0
PE Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	**$0**	$0.00	$0.00	$0.00	$0
Art Supplies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0	$0.00	$0.00	$0.00	$0
Tutors	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,667	$1,666.67	$1,666.67	$1,666.67	$20,000
Substitutes	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875	$5,875.00	$5,875.00	$5,875.00	$70,500
Total Instruction	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$44,542**	**$534,500**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$25,020
Office Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers & Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Printing and Copy Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Postage and Shipping	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Bookkeeping	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Audit	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Payroll Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Banking Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Legal Services	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Liability & Property Insurance	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$54,000
Staff Development	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$90,000
Phone/Internet Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service		$25,072	$25,000	$24,500	$18,000	$18,000	$24,357	$23,500	$23,000	$18,000	$22,571	$13,000	$235,000
Transportation	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Health Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Pest Control	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Janitorial Supplies & Services	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$106,500
Waste Disposal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Marketing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
School Administration	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Other/Fundraising		$2,417	$2,417	$4,833	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$29,000
Total Services & Supplies	**$41,660**	**$69,149**	**$69,077**	**$70,993**	**$62,077**	**$62,077**	**$68,434**	**$67,577**	**$67,077**	**$62,077**	**$66,648**	**$57,077**	**$763,920**
FACILITIES													
Rent/Lease/Mortgage	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$60,000
Grounds Maintenance	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$26,000
Maintenance & Repair	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$150,000

DeKalb Preparatory Academy
"Where Every Student Has A Gift"

Utilities	$11,200	$11,200	$10,000	$9,500	$9,500	$10,000	$10,000	$10,000	$9,500	$10,000	$10,000	$11,200	$122,100
Fire Safety and Compliance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Security		$840	$840	$840	$740	$740	$840	$840	$840	$740	$840	$700	$8,800
Other	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$11,000
Total Facilities	**$31,783**	**$32,623**	**$31,423**	**$30,923**	**$30,823**	**$31,323**	**$31,423**	**$31,423**	**$30,923**	**$31,323**	**$31,423**	**$32,483**	**$377,900**

(C) TOTAL DISPURSEMENTS	**$461,117**	**$489,445**	**$488,173**	**$489,590**	**$480,573**	**$481,073**	**$487,530**	**$486,673**	**$485,673**	**$481,073**	**$485,744**	**$477,233**	**$5,793,902**
CONTINGENCY FUND	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,333	$8,334	$8,334	$8,334	$8,333	$8,333	**$100,000**
(D) NET REVENUE (B-C)	**$27,455**	**($874)**	**$398**	**($1,019)**	**$7,998**	**$7,498**	**$1,041**	**$1,897**	**$2,897**	**$7,497**	**$2,827**	**$11,338**	**$68,951**
ENDING CASH (A+D)	**$1,433,749**	**$1,432,875**	**$1,433,272**	**$1,432,254**	**$1,440,251**	**$1,447,749**	**$1,448,789**	**$1,450,686**	**$1,453,583**	**$1,461,080**	**$1,463,907**	**$1,475,245**	

CASH FLOW PROJECTIONS-YEAR 2													
School Name:	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$1,475,245	$1,503,100	$1,505,883	$1,509,655	$1,514,003	$1,524,851	$1,535,699	$1,540,189	$1,545,462	$1,551,254	$1,562,026	$1,568,229	
Cash Receipts:													
Per Pupil Revenue (local and state share), net	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$457,321	$5,487,853
Meal/Nutrition	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$19,583.33	$235,000
Title I	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$12,083.33	$145,000
Misc local revenue	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$7,916.67	$95,000
													$0
													$0
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$496,904**	**$5,962,853**
Cash Disbursements:													
PERSONNEL													
Principal	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$26,866	$322,395
Social Services (Social Worker/Counselor/Nurs	$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	$202,716	$202,716	$202,716	$202,716	$202,716	$202,716	$202,716	$202,716	$202,716	$202,716	$202,716	$202,716	$2,432,592
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	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$6,802	$81,627
Office Assistant	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$30,000
Business manager	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$10,874	$130,490
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	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$50,183	$602,200
Health Benefits	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$31,878	$382,537
FICA	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$3,566	$42,794
Other Payroll Expenses/Taxes	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$11,562	$138,738
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$346,948**	**$4,163,374**
INSTRUCTION													
Textbooks	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$8,333.33	$100,000
Classroom Supplies	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$60,000
Computers	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$3,333.33	$40,000
Software	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$60,000
Field Trips	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$4,000.00	$48,000

Instructional Equipment	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$4,166.00	$49,992
Library and Media Center	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0
Student Assessment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0
Classroom Furniture	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0
PE Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0
Art Supplies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0
Tutors	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$1,666.67	$20,000
Substitutes	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$5,875.00	$70,500
													$0
													$0
Total Instruction	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$37,374**	**$448,492**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$2,085	$25,020
Office Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers & Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Printing and Copy Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Postage and Shipping	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Bookkeeping	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Audit	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Payroll Services	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500	$18,000
Banking Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Legal Services	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$24,000
Liability & Property Insurance	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$4,500	$54,000
Staff Development	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$2,083	$25,000
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$7,500	$90,000
Phone/Internet Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service		$25,072	$25,000	$24,500	$18,000	$18,000	$24,357	$23,500	$23,000	$18,000	$22,571	$13,000	$235,000
Transportation	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Health Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Pest Control	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Janitorial Supplies & Services	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$8,875	$106,500
Waste Disposal	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Marketing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
School Administration	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$3,750	$45,000
Other/Fundraising	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$2,417	$29,000
Total Services & Supplies	**$44,077**	**$69,149**	**$69,077**	**$68,577**	**$62,077**	**$62,077**	**$68,434**	**$67,577**	**$67,077**	**$62,077**	**$66,648**	**$57,077**	**$763,920**
FACILITIES													
Rent/Lease/Mortgage	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$60,000
Grounds Maintenance	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$2,167	$26,000
Maintenance & Repair	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$12,500	$150,000
Utilities	$11,000	$11,000	$10,083	$10,007	$10,007	$10,007	$10,007	$10,082	$10,063	$10,083	$10,081	$11,000	$123,420

Fire Safety and Compliance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Security	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$733	$8,800
Other	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$11,000
Total Facilities	**$32,317**	**$32,317**	**$31,400**	**$31,324**	**$31,324**	**$31,324**	**$31,324**	**$31,399**	**$31,380**	**$31,400**	**$31,398**	**$32,317**	**$379,220**
(C) TOTAL DISPURSEMENTS	**$460,715**	**$485,787**	**$484,798**	**$484,222**	**$477,722**	**$477,722**	**$484,079**	**$483,297**	**$482,778**	**$477,798**	**$482,367**	**$473,715**	**$5,755,006**
CONTINGENCY FUND	$8,334	$8,334	$8,334	$8,334	$8,334	$8,334	$8,334	$8,334	$8,334	$8,334	$8,334	$8,330	**$100,004**
(D) NET REVENUE (B-C)	**$27,855**	**$2,783**	**$3,772**	**$4,348**	**$10,848**	**$10,848**	**$4,491**	**$5,273**	**$5,792**	**$10,772**	**$6,203**	**$14,859**	**$107,843**
ENDING CASH (A+D)	**$1,503,100**	**$1,505,883**	**$1,509,655**	**$1,514,003**	**$1,524,851**	**$1,535,699**	**$1,540,189**	**$1,545,462**	**$1,551,254**	**$1,562,026**	**$1,568,229**	**$1,583,088**	

Solicitation Title	Solicitation Number	Contract Number
		42258-018-GOSA000263

State Entity's Name (hereafter called State Entity)

Governor's Office of Student Achievement "GOSA"

1. Contractor's Name (hereafter called Contractor)

DeKalb Preparatory Academy

2. Contract to Begin:	Date of Completion:	Renewals:
July 1, 2018	**June 14, 2019**	

3. Performance Bond, if any: Other Bonds, if any:

4. Maximum Amount of this Contract:	Total Financial Obligation of the State Entity for the First Fiscal Year:	Total Financial Obligation of the State Entity for each Renewal Period if Renewed:
$28,000.00	**$28,000.00**	

5. Authorized Person to Receive Contract Notices for State Entity:	Authorized Person to Receive Contract Notices for Contractor:
Kimberly Turner **Learning Development Project Manager, Innovation Fund** **Phone: 404-596-3651** **kimberly.turner@gosa.ga.gov**	**Christopher Estes** **Phone: 404-937-2000** **cestes@dekalbprepacademy.org**

6. The parties agree to comply with the terms and conditions of the following attachments which are by this reference made a part of the Contract:

Attachment A: **Security and Immigration Affidavit**
Attachment B:
Attachment C:
Attachment D:

IN WITNESS WHEREOF, this Contract has been executed by the parties hereto.

7. **Contractor**

Contractor's Name *(If other than an individual, state whether a corporation, partnership, etc.)*	**FEIN**	**E-VERIFY/SSN**
DeKalb Preparatory Academy		

By *(Authorized Signature)*	Date Signed

Printed Name	Title of Person Signing

Address

1402 Austin Dr., Decatur, Georgia 30032

8. **State Entity**

State Entity Name	**FEIN**
Governor's Office of Student Achievement	**580973190**

By *(Authorized Signature)*	Date Signed

Printed Name	Title of Person Signing
Cayanna Good	**Executive Director, Governor's Office of Student Achievement**

Address

205 Jesse Hill Jr. Drive SE, 952 Twin Towers East, Atlanta, GA 30334

CONTRACT

STATE OF GEORGIA

COUNTY OF FULTON

This contract ("**Contrac**t") is made and entered into by and between the *Governor's Office of Student Achievement*, hereinafter referred to as "**GOSA**" or "State Entity," and *DeKalb Preparatory Academy,* hereinafter referred to as "*DeKalb Preparatory Academy*" or the "**Contractor**".

WHEREAS, GOSA made competitive grants available across the state for entities to implement programs to improve student achievement; and

WHEREAS, upon review of its application, DeKalb Preparatory Academy was selected as a grant awardee.

NOW, THEREFORE, in consideration of the benefits and duties contained herein, the parties hereby agree as follows:

1. Scope of Services: Contractor shall utilize its D3 Schools Project grant to attend a series of GOSA-facilitated workshops and complete related assignments to develop a pilot proposal. Upon approval of a successful pilot proposal, the grantee will implement their pilot program.

2. Reporting Requirements: Contractor shall provide all reports required under this Contract, or attachment (s) hereto if any. In addition, unless otherwise provided in the Contract, Contractor shall provide the following reports:

   - Final Expenditure Report: Contractor shall maintain a record of the expenditures made pursuant to the Contract and shall submit the final expenditure report to GOSA along with the request for payment. Contractor shall provide a report of expenditures including, but not limited to the following information: dollar amount of the expenditure, date of expenditure, description of the purpose of the expenditure, name of person/entity to which expenditure was made, and check number.

   - Assignments: Contractor shall submit electronic assignments throughout the grant period in accordance with the GOSA-facilitated workshops.

3. Payment for Services: The method of payment for this Contract shall be administered on a reimbursement basis. Costs must be reasonable, allocable, and allowable. In no event will the total compensation and reimbursement, if any, to be paid to the Contractor under this Contract, inclusive of all related costs and expenses, exceed the sum of **Twenty-Eight Thousand Dollars ($28,000.00)**, unless the Contract is amended in writing and signed by both parties. Eight Thousand Dollars **($8,000.00)** will be paid contingent upon successful completion of the D3 Learning Sessions. The additional Twenty Thousand Dollars **($20,000.00)** will be paid contingent upon submitting a successful pilot proposal to develop the program designed during the D3 Learning Sessions. If the pilot proposal is not approved we will rescind the amount on the contract.

   GOSA will provide reimbursement for all associated costs at the end of the grant period provided that the grantee has successfully completed the grant requirements, including attending the assigned workshops and completing all related assignments. GOSA will reimburse travel for no more than eight participants per workshop. Funds can only be used for expenditures directly related to the strategic planning grant workshops and assignments, including travel, parking, per diem to cover the cost of meals on workshop days, substitutes, stipends, and other associated costs. Strategic planning grant

funds cannot be used to cover equipment, supplies, or indirect costs, unless approved by GOSA in advance.
GOSA's policies and procedures and the Uniform Administrative Requirements for Grants and Cooperative agreements to State and Local Governments (the "**Common Rule**"), and the applicable OMB Circulars cited therein, shall govern the allowability and allocability of costs under this Contract. Travel and subsistence expenses must be in accordance with the State of Georgia Travel Regulation located at https://sao.georgia.gov/sites/sao.georgia.gov/files/related_files/site_page/SOG_Statewide_Travel_Policy-Effective030116.pdf

4. Invoice(s) shall be submitted to Kimberly Turner, by mail to 205 Jesse Hill, Jr. Drive SE, 952 Twin Towers East, Atlanta, GA 30334 or by email to kimberly.turner@gosa.ga.gov. Contractor's final invoice must be received by GOSA no later than thirty (30) days after the project completion date.

    a) GOSA may, at its discretion, disallow payment of all or part of a final invoice received after this deadline. Invoices submitted by the Contractor must contain all necessary documentation before GOSA will provide reimbursement.

    b) Incorrect payments by GOSA to the Contractor due to omission, error, fraud, or defalcation shall be recovered from the Contractor by deduction from subsequent payments under this Contract or other contracts between GOSA and the Contractor or as a debt due to GOSA.

5. Term of Contract: The Contract period shall be from **July 1, 2018** through **June 14, 2019** unless the Contract is amended in writing under other provisions of this Contract.

6. Renewal: GOSA may, at its sole discretion, renew this Contract. Renewal shall be contingent upon timely completion of all deliverables under the Contract and GOSA approval. If the contract award exceeds the delegated purchasing authority of GOSA, then the GOSA must obtain approval of the amendment from the Department of Administrative Services (DOAS). All amendments to the Contract must be in writing and fully executed by duly authorized representatives of GOSA and the Contractor.

7. Relationship of the Parties: The Contractor's employees shall not be considered employees of GOSA while performing these services and will not be entitled to fringe benefits normally accruing to employees of GOSA.

8. Equipment and Supplies: Any equipment, supplies, or materials used in the performance of this Contract which are not explicitly required under this Contract to be provided by GOSA, shall be at the expense of the Contractor.

9. Compliance with the Law: The Contractor, its employees, agents, and subcontractors shall comply with all applicable federal, state, and local laws, rules, ordinances, regulations and orders now or hereafter in effect when performing under the Contract, including without limitation, all laws applicable to the prevention of discrimination in employment and the use of targeted small businesses as subcontractors or contractors. The Contractor, its employees, agents and subcontractors shall also comply with all federal, state and local laws regarding business permits and licenses that may be required to carry out the work performed under the Contract. Contractor and Contractor's personnel shall also comply with all State and State Entity policies and standards in effect during the performance of the Contract, including but not limited to the State Entity's policies and standards relating to personnel conduct, security, safety, confidentiality, and ethics. Further, the provisions of O.C.G.A. Section 45-10-20 et seq. have not and must not be violated under the terms of this Contract.

10. Confidentiality:
    a) Access to Confidential Data**.** The Contractor's employees, agents, and subcontractors may have access to confidential data maintained by the State to the extent necessary to carry out the Contractor's responsibilities under the Contract. The Contractor shall presume that all information received pursuant to the Contract is confidential unless otherwise designated by the State. The Contractor agrees to abide by all state and federal laws, rules and regulations, and GOSA policy respecting the confidentiality of records, including but not limited to student records, and divulge no information concerning individual records to any unauthorized person. If it is reasonably likely the Contractor will have access to the State's confidential information, then:

        i. The Contractor shall provide to the State a written description of the Contractor's policies and procedures to safeguard confidential information;

        ii. Policies of confidentiality shall address, as appropriate, information conveyed in verbal, written, and electronic formats;

        iii. The Contractor must designate one individual who shall remain the responsible authority in charge of all data collected, used, or disseminated by the Contractor in connection with the performance of the Contract; and

        iv. The Contractor shall provide adequate supervision and training to its agents, employees, and subcontractors to ensure compliance with the terms of the Contract.

        v. The private or confidential data shall remain the property of the State at all times. Some Services performed for GOSA may require the Contractor to sign a nondisclosure agreement. Contractor understands and agrees that refusal or failure to sign such a nondisclosure agreement if required, may result in termination of the Contract.

    b) No Dissemination of Confidential Data. No confidential data collected, maintained, or used in the course of the performance of the Contract shall be disseminated except as authorized by law and with the written consent of the State, either during the period of the Contract, or thereafter. Any data supplied to or created by the Contractor shall be considered the property of the State. The Contractor must return any and all data collected, maintained, created or used in the course of the performance of the Contract, in whatever form it is maintained, promptly at the request of the State.

    c) Subpoena. In the event that a subpoena or other legal process is served upon the Contractor for records containing confidential information, the Contractor shall promptly notify the State and cooperate with the State in any lawful effort to protect the confidential information.

    d) Reporting of Unauthorized Disclosure. The Contractor shall immediately report to the State any unauthorized disclosure of confidential information.

    e) Survives Termination. The Contractor's confidentiality obligation under the Contract shall survive termination of the Contract.

10. Civil Rights Compliance: The Contractor agrees to comply with the following civil rights statutes: Americans with Disabilities Act (42 U.S.C. 12101, et seq.); Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d through 2000d-4); Title IX of the Education Amendments of 1972 (20 U.S.C. 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794); and the Age Discrimination Act (42 U.S.C. 6101, et seq.). Neither party will discriminate against any GOSA or Contractor employee or applicant for employment, or against any applicant for enrollment for a course of study, or against any student in his or her course of study or training related to this Contract because of race, color, gender, national origin, age, or disability.

11. Drug-Free Workplace: In accordance with the federal Drug-Free and Communities Act and Amendment of 1989, the Georgia Drug-Free Workplace Act of 1988 (O.C.G.A. Section 50-24-1, *et. seq*.) and State Board of Education Policy GAM, the Contractor declares that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance, marijuana or dangerous drug is prohibited at Contractor locations at which individuals are directly engaged in the performance of work pursuant to this Contract. In addition, Policy GAM prohibits the unlawful possession, use, manufacture, distribution or sale of alcohol in the workplace.

    The Contractor hereby certifies as follows:
    a) Contractor will not engage in the unlawful manufacture, sale, distribution, dispensation, possession, or use of a controlled substance or marijuana during the performance of this Contract; and
    b) If Contractor has more than one employee, including Contractor, Contractor shall provide for such employee(s) a drug-free workplace, in accordance with the Georgia Drug-free Workplace Act as provided in O.C.G.A. Section 50-24-1 et seq., throughout the duration of this Contract; and
    c) Contractor will secure from any subcontractor hired to work on any job assigned under this Contract the following written certification: "As part of the subcontracting agreement with (Contractor's Name), (Subcontractor's Name) certifies to the contractor that a drug-free workplace will be provided for the subcontractor's employees during the performance of this Contract pursuant to paragraph 7 of subsection (b) of Code Section 50-24-3.

    Contractor may be suspended, terminated, or debarred if it is determined that:
    a) Contractor has made false certification hereinabove; or
    b) Contractor has violated such certification by failure to carry out the requirements of O.C.G.A. Section 50-24-3(b).

12. Trading with State Employees: The Contractor shall make no payment to any employee of GOSA nor to any business entity in which a GOSA employee maintains an ownership interest of 20% or more without obtaining prior written approval from the GOSA Executive Director or his designee. The Contractor hereby certifies that this Contract does not and will not violate the provisions of Official Code of Georgia Annotated § 45-10-20, *et. seq*., which prohibit and regulate certain transactions between certain state officials, employees, and the State of Georgia.

13. Conflicts of Interest**:** Contractor shall take all reasonable steps to avoid any and all conflicts of interest, including the appearance of a conflict of interest.

14. Property Management Requirements:
    a) Inventory List: The contractor agrees to maintain a complete inventory list of all equipment over $5,000 in value, and all “pilferable” items (tablets, personal computing devices, etc.) purchased with grant funds. This inventory list must include the following information about each item: (a) a description, (b) serial number or other identification number, (c) title information, (d) acquisition date, (e) cost, (f) percent of federal participation, (g) location of item, (h) condition and use, and (i) ultimate disposition. The contractor agrees to update this inventory list at least every two years, or at the end of the grant term if the grant term is shorter than two years.

    b) Loss, Damage and Theft: The contractor agrees to develop an internal control system, or adhere to their local policy, to prevent loss, damage, and theft of all items purchased with grant funds. The contractor agrees that any incidents of loss, damage or theft will be investigated in accordance with the contractor’s local policy.

    c) Internal Control: The contractor agrees to maintain effective control, safeguard all assets, and assure that all equipment, regardless of cost, is used solely for its authorized purpose.

15. Procurement Requirements: The Contractor agrees to adhere to the procurement policies of the State Accounting Office for their appropriate entity (Local Education Authority (LEA), Institution of Higher Education, (IHE) etc.)

16. Recordkeeping Requirements: The Contractor agrees to maintain full and complete records which pertain to this Contract in accordance with the applicable State Accounting Office policy.

17. Access to records: GOSA or any duly authorized representatives shall have access to any books, documents, papers, and records of the Contractor which are directly pertinent to this Contract at any time during normal business hours for the term of this Contract and/or three (3) years thereafter for the purpose of making an audit, examination, excerpts, and transcriptions.

18. Intellectual Property: No intellectual property rights or obligations of any kind other than those expressly recited herein are granted to either party or implied by this Contract. The Contractor shall provide GOSA with a non-exclusive, non-transferable, royalty-free license to use and publish any data or reports created pursuant to this Contract for non-commercial purposes.

19. Open Records Act: The Contractor understands that the Georgia Open Records Act ("ORA"), (O.C.G.A. Section 50-18-70, *et. seq.*) is applicable to the services provided pursuant to this Contract and agrees to comply with all provisions of the ORA and to make records pertaining to the performance of services or functions under this Contract available for public inspection upon request, unless otherwise exempt under other provisions of the ORA.

20. Indemnification: Each party will be responsible for its own employees under this agreement.

21. Insurance: If Contractor is not a school district, agency or political subdivision of the State of Georgia, Contractor shall maintain at its own expense the following minimum insurance limits subject to normal industry exclusions:

Workers Compensation (WC):		Statutory Limits
	Bodily injury by accident – per employee	$ 100,000
	Bodily injury by disease – per employee	$ 100,000
	Policy limits	$ 500,000
Commercial General Liability (CGL):		
	General Aggregate including Products & Completed Operations	$ 1,000,000
	Each Occurrence	$ 1,000,000
Automobile Liability:		
	Combined Single Limit	$ 1,000,000

Additional Insured: If Contractor is not a school district, agency or political subdivision of the State of Georgia, the Contractor shall add the "State of Georgia, its officers, employees and agents" as an additional insured under the commercial general and automobile liability policies.

As stated above, Contractor shall procure and maintain insurance which shall protect the Contractor and the state from any claims for bodily injury, property damage, or personal injury which may arise out of operations under the Contract. Contractor shall procure the insurance policies at the contractor's own expense and shall furnish the state an insurance certificate listing the state as the certificate holder. The insurance certificate must document that the liability insurance coverage purchased by the Contractor includes contractual liability coverage to protect the state. The certificate shall be furnished no later than ten (10) business days after notification of the State's intent to award a Contract. In addition, the insurance certificate must provide the following information:

a. Name and address of authorized agent
b. Name and address of insured
c. Name of insurance company (licensed to operate in Georgia)
d. Description of coverage in standard terminology
e. Policy period
f. Limits of liability
g. Name and address of certificate holder
h. Acknowledgment of notice of cancellation to the state
i. Signature of authorized agent
j. Telephone number of authorized agent
k. Details of policy exclusions in comments section of insurance certificate

22. Warranties.

a) Construction of Warranties Expressed in the Contract with Warranties Implied by Law. All warranties made by the Contractor and/or subcontractors in all provisions of the Contract , whether or not the Contract specifically denominates the Contractor's and/or subcontractors' promise as a warranty or whether the warranty is created only by the Contractor's affirmation or promise, or is created by a description of the Services to be provided, or by provision of samples to the State shall not be construed as limiting or negating any warranty provided by law, including without limitation, warranties which arise through course of dealing or usage of trade, the warranty of merchantability, and the warranty of fitness for a particular purpose. The warranties expressed in the Contract are intended to modify the warranties implied by law only to the extent that they expand the warranties applicable to the Services provided by the Contractor. The provisions of this section apply during the term of the Contract and any extensions or renewals thereof.

b) Warranty – Nonconforming Services and Goods**.** All Services and any goods delivered by Contractor to the State Entity shall be free from any defects in design, material, or workmanship. If any Services or goods offered by the Contractor are found to be defective in material or workmanship or do not conform to Contractor's warranty, the State Entity shall have the option of returning, repairing, or replacing the defective Services or goods at Contractor's expense. Payment for Services and any goods shall not constitute acceptance. Acceptance by the State Entity shall not relieve the Contractor of its warranty or any other obligation under the Contract.

c) Compliance with Federal Safety Acts. Contractor warrants and guarantees to the State that the Services provided under the Contract are in compliance with Sections 5 and 12 of the Federal Trade Commission Act; the Fair Packaging and Labeling Act; the Federal Food, Drug, and Cosmetic Act; the Consumer Product Safety Act; the Federal Environmental Pesticide Control Act; the Federal Hazardous Substances Act; the Fair Labor Standards Act; the Wool Products Labeling Act; the Flammable Fabrics Act; the Occupational Safety and Health Act; the Office of Management and Budget A-110 Appendix A; and the Anti-Kickback Act of 1986.

d) Originality and Title to Concepts, Materials, and Goods Produced. Contractor represents and warrants that all the concepts, materials, goods and Services produced, or provided to the State pursuant to the terms of the Contract shall be wholly original with the Contractor or that the Contractor has secured all applicable interests, rights, licenses, permits or other intellectual property rights in such concepts, materials, and works. The Contractor represents and warrants that the concepts, materials, goods and Services and the State's use of same and the exercise by the State of the rights granted by the Contract shall not infringe upon any other work, other than material provided by the Contract to the Contractor to be used as a basis for such materials, or violate the rights of publicity or privacy of, or constitute a libel or slander against, any person, firm or corporation and that the concepts, materials, and works will not infringe upon the copyright, trademark, trade name, trade dress patent, literary, dramatic, statutory, common law or any other rights of any person, firm or corporation or other entity. The Contractor represents and warrants

that it is the owner of or otherwise has the right to use and distribute the goods and Services contemplated by the Contract.

e) Conformity with Contractual Requirements**.** The Contractor represents and warrants that the Services provided in accordance with the Contract will appear and operate in conformance with the terms and conditions of the Contract.

f) Authority to Enter into Contract. The Contractor represents and warrants that it has full authority to enter into the Contract and that it has not granted and will not grant any right or interest to any person or entity that might derogate, encumber or interfere with the rights granted to the State and the State Entity.

g) Obligations Owed to Third Parties**.** The Contractor represents and warrants that all obligations owed to third parties with respect to the activities contemplated to be undertaken by the Contractor pursuant to the Contract are or will be fully satisfied by the Contractor so that the State and the State Entity will not have any obligations with respect thereto.

h) Title to Property. The Contractor represents and warrants that title to any property assigned, conveyed or licensed to the State is good and that transfer of title or license to the State is rightful and that all property shall be delivered free of any security interest or other lien or encumbrance. Title to any supplies, materials, or equipment shall remain in the Contractor until fully paid for by the State Entity. Except as otherwise expressly authorized by the State Entity, all materials produced by Contractor personnel in the performance of Services, including but not limited to software, charts, graphs, diagrams, video tapes and other project documentation shall be deemed to be work made for hire and shall be the property of the State of Georgia.

i) Industry Standards. The Contractor represents and expressly warrants that all aspects of the Services provided or used by it shall at a minimum conform to the standards in the Contractor's industry. This requirement shall be in addition to any express warranties, representations, and specifications included in the Contract, which shall take precedence.

j) Contractor's Personnel and Staffing**.** Contractor warrants that all persons assigned to perform Services under this Contract are either lawful employees of Contractor or lawful employees of a subcontractor authorized by the State Entity. All persons assigned to perform Services under this Contract shall be qualified to perform such Services. Personnel assigned by Contractor shall have all professional licenses required to perform the Services.

k) State Security. State Entity requires that a criminal background investigation be made of any and all Contractor personnel utilized to provide Services to the State. Contractor represents and warrants that Contractor shall refrain from assigning personnel to any task under this Contract if such investigation reveals a disregard for the law or other background that indicates an unacceptable security risk as determined by the State. The Contractor's employees, agents, and subcontractors may be granted access to state computers, hardware, software, programs and/or information technology infrastructure or operations to the extent necessary to carry out the Contractor's responsibilities under the Contract. Such access may be terminated at the sole discretion of the State. The Contractor shall provide immediate notice to State Entity of any employees, agents, and/or subcontractors suspected of abusing or misusing such access privilege. The Contractor represents and warrants that Contractor shall provide notice to State Entity of the changed status of any employee, agent or subcontractor granted access to state computers, hardware, software, programs and/or information technology infrastructure or operations, including, but not limited to, termination or change of the position or contract relationship.

l) Use of State Vehicles**.** Contractor warrants that no State vehicles will be used by Contractor for the performance of Services under this Contract. Contractor shall be responsible for providing transportation necessary to perform all Services.

23. Contractor Staffing. Contractor shall provide and maintain sufficient personnel to perform the services and deliverables hereunder in accordance with the requirements of this Contract. All persons assigned by Contractor to perform any work under this Contract shall be employees or prior approved subcontractors of Contractor and shall be fully qualified to work under this Contract. Personnel commitments made in Attachment A shall not be changed unless approved by the GOSA.

    The GOSA Project Manager or his or her designee(s) may, at his or her option, participate in the interview process of any employee or Subcontractor that Contractor considers hiring or retaining to perform the services or satisfy any obligations to GOSA. Contractor shall make available to GOSA such of its employees as may be necessary or appropriate for the timely performance of Contractor's obligations pursuant to this Contract. No employee or agent of Contractor shall undertake or participate in, during the Term, any other engagement which shall interfere with the timely completion by Contractor of the work and services contemplated by this Contract. In addition to any other reporting requirements provided under this Contract, Contractor shall provide to GOSA, on a monthly basis (or as otherwise requested by GOSA), written reports of the names, resumes and work schedules of Contractor's employees and subcontractors who shall be performing services under this Contract.

    Contractor shall remove any employee (or any other person working on behalf of Contractor) upon notice that such person does not meet the requirements of GOSA. Contractor shall replace such removed persons' duties with temporary personnel, approved by the GOSA until an approved equivalent replacement can be assigned. Contractor will have thirty (30) calendar days from the date of removal to find an approved equivalent replacement.

24. Security and Immigration Compliance: Prior to undertaking any work under this Agreement, Contractor shall execute the affidavit attached hereto as **Attachment A** to ensure compliance with the Georgia Security and Immigration Compliance Act (O.C.G.A Section 13-10-91) or an affidavit confirming the Contractor's exemption under O.C.G.A. Section 13-10-90. Contractor further agrees that it will obtain an affidavit, attached hereto as **Attachment A**, from each subcontractor completing work under this Agreement. If the Contractor does not have any employees and does not hire or intend to hire employees for the purposes of satisfying or completing all or part of this contract, the Contractor shall provide a copy of his or her state-issued driver's license or state-issued identification card provided that such state-issued driver's license or identification is issued by a state listed as compliant with the Immigration Verification Requirement of the Illegal Immigration Reform and Enforcement Act of 2011 listed in **Attachment A**. If the subcontractor has no employees and does not hire or intend to hire employees for the purposes of satisfying or completing the terms and conditions of any part of this Agreement, Contractor shall obtain a copy of the state-issued driver's license or state-issued identification card of such contracting party provided that such state-issued driver's license or identification is issued by a state listed as compliant with the Immigration Verification Requirement of the Illegal Immigration Reform and Enforcement Act of 2011 listed in **Attachment A**. **The Contractor shall provide GOSA all documents obtained pursuant to this paragraph within five business days of receipt**.

25. Inability to perform: In the event that either party is unable to fulfill the terms of the Contract due to circumstances beyond their control, including but not limited to, fire, flood, or other acts of nature, or by war or attack by the public enemy or by other act of God, then this Contract shall be terminated by notice of the conditions causing such inability to perform being given to the other party. At such time both parties shall be entitled to the benefits received only to the extent that they have met the terms of the Contract.

26. Termination:

a). Immediate Termination. Pursuant to O.C.G.A. Section 50-5-64, this Contract will terminate immediately and absolutely if GOSA determines that adequate funds are not appropriated or granted or funds are de-appropriated such that GOSA cannot fulfill its obligations under the Contract, which determination is at GOSA's sole discretion and shall be conclusive. Further, GOSA may terminate the Contract for any one or more of the following reasons effective immediately without advance notice:

(i) In the event the Contractor is required to be certified or licensed as a condition precedent to providing the Services, the revocation or loss of such license or certification may result in immediate termination of the Contract effective as of the date on which the license or certification is no longer in effect;

(ii) GOSA determines that the actions, or failure to act, of the Contractor, its agents, employees or subcontractors have caused, or reasonably could cause, life, health or safety to be jeopardized;

(iii) The Contractor fails to comply with confidentiality laws or provisions; and/or

(iv) The Contractor furnished any statement, representation or certification in connection with the Contract or the bidding process which is materially false, deceptive, incorrect or incomplete.

b). Termination for Cause. The occurrence of any one or more of the following events ("Default Events") shall constitute cause for GOSA to declare the Contractor in default of its obligations under the Contract:

(i) The Contractor fails to deliver or has delivered non-conforming Services or fails to perform, to GOSA's satisfaction, any material requirement of the Contract, or is in violation of a material provision of the Contract, including, but without limitation, the express warranties made by the Contractor;

(ii) GOSA determines that satisfactory performance of the Contract is substantially endangered or that a default is likely to occur;

(iii) The Contractor fails to make substantial and timely progress toward performance of the Contract;

(iv) The Contractor becomes subject to any bankruptcy or insolvency proceeding under federal or state law to the extent allowed by applicable federal or state law including bankruptcy laws; the Contractor terminates or suspends its business; or GOSA reasonably believes that the Contractor has become insolvent or unable to pay its obligations as they accrue consistent with applicable federal or state law;

(v) The Contractor has failed to comply with applicable federal, state and local laws, rules, ordinances, regulations and orders when performing within the scope of the Contract;

(vi) The Contractor has engaged in conduct that has or may expose GOSA or the State to liability, as determined in GOSA's sole discretion; or

(vii) The Contractor has infringed any patent, trademark, copyright, trade dress or any other intellectual property rights of GOSA, the State, or a third party.

c) Notice of Default. If there is a Default Event caused by the Contractor, GOSA shall provide written notice to the Contractor requesting that the breach or noncompliance be remedied within the period of time specified in the GOSA's written notice to the Contractor. If the breach or noncompliance is not remedied within the period of time specified in the written notice, GOSA may:

(i). Immediately terminate the Contract without additional written notice; and/or
(ii). Procure substitute services from another source and charge the difference between the Contract and the substitute contract to the defaulting Contractor; and/or,
(iii). Enforce the terms and conditions of the Contract and seek any legal or equitable remedies.

d) Termination Upon Notice. Following thirty (30) days' written notice, GOSA may terminate the Contract in whole or in part without the payment of any penalty or incurring any further obligation to the Contractor. Following termination upon notice, the Contractor shall be entitled to compensation, upon submission of invoices and proper proof of claim, for Services provided under the Contract to GOSA up to and including the date of termination.

e) Termination Due to Change in Law. GOSA shall have the right to terminate this Contract without penalty by giving thirty (30) days' written notice to the Contractor as a result of any of the following:

(i) GOSA's authorization to operate is withdrawn or there is a material alteration in the programs administered by GOSA; and/or
(ii) GOSA's duties are substantially modified.

f) Payment Limitation in Event of Termination. In the event of termination of the Contract for any reason by GOSA, GOSA shall pay only those amounts, if any, due and owing to the Contractor for the Services actually rendered up to the date specified in the notice of termination for which GOSA is obligated to pay pursuant to the Contract or Purchase Instrument. Payment will be made only upon submission of invoices and proper proof of the Contractor's claim. This provision in no way limits the remedies available to GOSA under the Contract in the event of termination. The State shall not be liable for any costs incurred by the Contractor in its performance of the Contract, including, but not limited to, startup costs, overhead or other costs associated with the performance of the Contract.

g) The Contractor's Termination Duties. Upon receipt of notice of termination or upon request of GOSA, the Contractor shall:

(i) Cease work under the Contract and take all necessary or appropriate steps to limit disbursements and minimize costs, and furnish a report within thirty (30) days of the date of notice of termination, describing the status of all work under the Contract, including, without limitation, results accomplished, conclusions resulting therefrom, and any other matters GOSA may require;

(ii) Immediately cease using and return to GOSA, any personal property or materials, whether tangible or intangible, provided by GOSA to the Contractor;

(iii) Comply with GOSA instructions for the timely transfer of any active files and work product produced by the Contractor under the Contract;

(iv) Cooperate in good faith with GOSA and its employees, agents and contractors during the transition period between the notification of termination and the substitution of any replacement contractor(s); and

(v) Immediately return to GOSA any payments made by GOSA for services that were not delivered or rendered by the Contractor.

27. Funding: Notwithstanding any other provision of this Contract, the parties hereto acknowledge that GOSA may not lawfully pledge the State's credit. In the event that GOSA does not receive funds for this Contract, or that the source of payment is insufficient with respect to the services and deliverables under this Contract, the Contract shall terminate without further obligation of GOSA as of that moment. The determination by GOSA of the events stated above shall be conclusive.

28. Publicity: Any publicity given to the services provided under this Contract, including but not limited to, notices, information pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the Contractor shall not be released prior to approval by GOSA.

29. Assignment: This Contract shall not be assigned or transferred by the Contractor unless consented to in writing by GOSA.

30. Amendments in Writing: No modifications or alteration of this Contract will be valid or effective unless each modification or alteration is made as an amendment to this Contract and signed by both parties.

31. Choice of Law: This Contract shall be deemed to have been executed in Fulton County, Georgia, and all questions of interpretation and construction shall be governed by the laws of the State of Georgia.

32. Vendor Lobbyist Certification. Contractor hereby certifies that, as of the effective date of this Contract, any lobbyist employed by Contractor has registered with the Georgia State Ethics Commission and complied with the requirements of the Executive Order dated October 1, 2003 ("*Providing for the Registration and Disclosure of Lobbyists Employed or Retained by Vendors to State Agencies*"). This Contract may be declared void at GOSA's sole discretion if is determined that Contractor has made false certification hereinabove or has violated such certification by failure to carry out the requirements of such Executive Order.

33. Debarred, Suspended, and Ineligible Status. Contractor certifies that the Contractor and/or any of its subcontractors have not been debarred, suspended, or declared ineligible by any agency of the State of Georgia or as defined in the Federal Acquisition Regulation (FAR) 48 C.F.R. Ch.1 Subpart 9.4. Contractor will immediately notify GOSA if Contractor is debarred by the State or placed on the Consolidated List of Debarred, Suspended, and Ineligible Contractors by a federal entity.

34. Use of Third Parties. Except as may be expressly agreed to in writing by GOSA, Contractor shall not subcontract, assign, delegate or otherwise permit anyone other than Contractor or Contractor's personnel to perform any of Contractor's obligations under this Contract or any of the work subsequently assigned under this Contract. No subcontract which Contractor enters into with respect to the performance of obligations or work assigned under the Contract shall in any way relieve Contractor of any responsibility, obligation or liability under this Contract and for the acts and omissions of all subcontractors, agents, and employees. All restrictions, obligations and responsibilities of the Contractor under the Contract shall also apply to the subcontractors. Any contract with a subcontractor must also preserve the rights of GOSA. GOSA shall have the right to request the removal of a subcontractor from the Contract for good cause.

35. Third Party Beneficiaries. There are no third-party beneficiaries to the Contract. The Contract is intended only to benefit GOSA and the Contractor.

36. Parties' Duty to Provide Notice of Intent to Litigate and Right to Demand Mediation. In addition to any dispute resolution procedures otherwise required under this Contract or any informal negotiations which may occur between the State and the Contractor, no civil action with respect to any dispute, claim or controversy arising out of or relating to this Contract may be commenced without first giving fourteen (14) calendar days written notice to the State of the claim and the intent to initiate a civil action. At any time prior to the commencement of a civil action, either the State or the Contractor may elect to submit the matter for mediation. Either the State or the Contractor may exercise the right to submit the matter for mediation by providing the other party with a written demand for mediation setting forth the subject of the dispute. The parties will cooperate with one another in selecting a mediator and in scheduling the mediation proceedings. Venue for the mediation will be in Atlanta, Georgia; provided, however, that any or all mediation proceedings may be conducted by teleconference with the consent of the mediator. The parties covenant that they will participate in the mediation in good faith and that they will share equally in its costs; provided, however, that the cost to the State shall not exceed five thousand dollars ($5,000.00).

    All offers, promises, conduct and statements, whether oral or written, made in the course of the mediation by any of the parties, their agents, employees, experts and attorneys, and by the mediator or employees of any mediation service, are inadmissible for any purpose (including but not limited to impeachment) in any litigation or other proceeding involving the parties, provided that evidence that is otherwise admissible or discoverable shall not be rendered inadmissible or non-discoverable as a result of its use in the mediation. Inadmissibility notwithstanding, all written documents shall nevertheless be subject to the Georgia Open Records Act, O.C.G.A. Section 50-18-70 et seq.

    No party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, forty-five (45) calendar days after the date of filing the written request for mediation with the mediator or mediation service, or sixty (60) calendar days after the delivery of the written demand for mediation, whichever occurs first. Mediation may continue after the commencement of a civil action if the parties so desire.

37. Integration. The Contract represents the entire agreement between the parties. The parties shall not rely on any representation that may have been made which is not included in the Contract.

38. Headings or Captions. The paragraph headings or captions used in the Contract are for identification purposes only and do not limit or construe the contents of the paragraphs.

39. Not a Joint Venture. Nothing in the Contract shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties thereto. Each party shall be deemed to be an independent contractor contracting for the Services and acting toward the mutual benefits expected to be derived herefrom. Neither Contractor nor any of Contractor's agents, servants, employees, subcontractors or contractors shall become or be deemed to become agents, servants, or employees of the State. Contractor shall, therefore, be responsible for compliance with all laws, rules and regulations involving its employees and any subcontractors, including but not limited to the employment of labor, hours of labor, health and safety, working conditions, workers' compensation insurance, and payment of wages. No party has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the Contract.

40. Joint and Several Liability. If the Contractor is a joint entity, consisting of more than one individual, partnership, corporation or other business organization, all such entities shall be jointly and severally liable for carrying out the activities and obligations of the Contract, and for any default of activities and obligations.

41. Supersedes Former Contracts or Agreements. Unless otherwise specified in the Contract, this Contract supersedes all prior contracts or agreements between the State Entity and the Contractor for the Services provided in connection with the Contract.

42. Waiver. Except as specifically provided for in a waiver signed by duly authorized representatives of the State Entity and the Contractor, failure by either party at any time to require performance by the other party or to claim a breach of any provision of the Contract shall not be construed as affecting any subsequent right to require performance or to claim a breach.

43. Cumulative Rights. The various rights, powers, options, elections and remedies of any party provided in the Contract shall be construed as cumulative and not one of them is exclusive of the others or exclusive of any rights, remedies or priorities allowed either party by law, and shall in no way affect or impair the right of any party to pursue any other equitable or legal remedy to which any party may be entitled as long as any default remains in any way unremedied, unsatisfied or undischarged.

44. Severability. If any provision of the Contract is determined by a court of competent jurisdiction to be invalid, illegal or unenforceable, such determination shall not affect the validity or enforceability of any other part or provision of the Contract. Further, if any provision of the Contract is determined to be unenforceable by virtue of its scope, but may be made enforceable by a limitation of the provision, the provision shall be deemed to be amended to the minimum extent necessary to render it enforceable under the applicable law. Any agreement of the State Entity and the Contractor to amend, modify, eliminate, or otherwise change any part of this Contract shall not affect any other part of this Contract, and the remainder of this Contract shall continue to be of full force and effect.

45. Time is of the Essence. Time is of the essence with respect to the performance of the terms of the Contract. Contractor shall ensure that all personnel providing Services to the State are responsive to the State's requirements and requests in all respects.

46. Authorization. The persons signing this Contract represent and warrant to the other parties that:
    a) He/she has the right, power and authority to enter into and perform its obligations under the Contract; and

    b) He/she has taken all requisite action (corporate, statutory or otherwise) to approve execution, delivery and performance of the Contract and the Contract constitutes a legal, valid and binding obligation upon itself in accordance with its terms.

47. Successors in Interest. All the terms, provisions, and conditions of the Contract shall be binding upon and inure to the benefit of the parties hereto and their respective successors, assigns, and legal representatives.

48. Use of Name or Intellectual Property. Contractor agrees it will not use the name or any intellectual property, including but not limited to, State trademarks or logos in any manner, including commercial advertising or as a business reference, without the expressed prior written consent of the State.

49. Taxes. The State Entity is exempt from Federal Excise Taxes, and no payment will be made for any taxes levied on Contractor's employee's wages. The State Entity is exempt from State and Local Sales and Use Taxes on the services. Tax Exemption Certificates will be furnished upon request. Contractor or an authorized subcontractor has provided the State Entity with a sworn verification regarding the filing of unemployment taxes or persons assigned by Contractor to perform Services, which verification is incorporated herein by reference.

50. Certification Regarding Sales and Use Tax. By executing the Contract, the Contractor certifies it is either (a) registered with the State Department of Revenue, collects, and remits State sales and use taxes as required by Georgia law, including Chapter 8 of Title 48 of the O.C.G.A.; or (b) not a "retailer" as defined in O.C.G.A. Section 48-8-2. The Contractor also acknowledges that the State may declare the Contract void if the above certification is false. The Contractor also understands that fraudulent certification may result in the State Entity or its representative filing for damages for breach of contract.

51. Delay or Impossibility of Performance. Neither party shall be in default under the Contract if performance is delayed or made impossible by an act of God. In each such case, the delay or impossibility must be beyond the control and without the fault or negligence of the Contractor. If delay results from a subcontractor's conduct, negligence or failure to perform, the Contractor shall not be excused from compliance with the terms and obligations of the Contract.

52. Obligations Beyond Contract Term. The Contract shall remain in full force and effect to the end of the specified term or until terminated or canceled pursuant to the Contract. All obligations of the Contractor incurred or existing under the Contract as of the date of expiration, termination or cancellation will survive the termination, expiration or conclusion of the Contract.

53. Counterparts. The State Entity and the Contractor agree that the Contract has been or may be executed in several counterparts, each of which shall be deemed an original and all such counterparts shall together constitute one and the same instrument.

54. Further Assurances and Corrective Instruments. The State Entity and the Contractor agree that they will, from time to time, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for carrying out the expressed intention of the Contract.

55. Notices: Any notice to be made by either party to the other shall be sufficiently made if delivered in hand, or three (3) calendar days after posting, if sent by registered or certified mail, return receipt requested, to a party hereto at the address set forth on page 1 or such other address as a party may designate by notice hereto.

56. Anti-BDS Certification: Contractor certifies that Contractor is not currently engaged in, and agrees for the duration of this Contract not to engage in, a boycott of Israel, as defined in O.C.G.A. §50-5-85.

Attachment A

IMMIGRATION AND SECURITY FORM
(GEORGIA SECURITY AND IMMIGRATION COMPLIANCE ACT AFFIDAVIT)

Contractor's Name:	
State Entity's Name:	**GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT "GOSA"**

CONTRACTOR AFFIDAVIT

By executing this affidavit, the undersigned contractor verifies its compliance with O.C.G.A. § 13-10-91, stating affirmatively that the individual, firm or corporation which is engaged in the physical performance of services on behalf of the **GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT "GOSA"** (public employer) has registered with, is authorized to use and uses the federal work authorization program* commonly known as E-Verify, or any subsequent replacement program, in accordance with the applicable provisions and deadlines established in O.C.G.A. § 13-10-91.

Furthermore, the undersigned contractor will continue to use the federal work authorization program throughout the contract period and the undersigned contractor will contract for the physical performance of services in satisfaction of such contract only with subcontractors who present an affidavit to the contractor with the information required by O.C.G.A. § 13-10-91(b). Contractor hereby attests that its federal work authorization user identification number and date of authorization are as follows:

_____ _____
Federal Work Authorization User Identification Number (EEV/E-Verify Company Identification Number) Date of Authorization

_____
Name of Contractor

I hereby declare under penalty of perjury that the foregoing is true and correct.

_____ _____
Printed Name (of Authorized Officer or Agent of Contractor) Title (of Authorized Officer or Agent of Contractor)

_____ _____
Signature (of Authorized Officer or Agent) Date Signed

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

_____ [NOTARY SEAL]
Notary Public

My Commission Expires: _____

*any of the electronic verification of work authorization programs operated by the United States Department of Homeland Security or any equivalent federal work authorization program operated by the United States Department of Homeland Security to verify information of newly hired employees, pursuant to the Immigration Reform and Control Act of 1986 (IRCA), P.L. 99-603

IMMIGRATION AND SECURITY FORM
(GEORGIA SECURITY AND IMMIGRATION COMPLIANCE ACT AFFIDAVIT)

Contractor's Name:	
State Entity's Name:	**GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT "GOSA"**

ADDITIONAL INSTRUCTIONS TO CONTRACTOR: Identify all subcontractors used to perform under the resulting contract. In addition, you must attach a signed and notarized affidavit (third page of this form) from each of the subcontractors listed below. The contractor is responsible for providing a signed and notarized affidavit to the **GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT "GOSA"** within five (5) days of the addition of any new subcontractor used to perform under the resulting contractor.

Contractor's Name:	
Subcontractors:	

EXHIBIT 23

Attach the resume for the charter school's Chief Financial Officer.

Susan Wright

Professional Summary
Over twenty years of experience in the areas of fiscal management, financial controls and accounting systems in public, private and government sectors. Demonstrates ability to build collaborative relationships across business units engaged project management strategic objectives.

Technical Qualifications

- Quick Books
- AMS Financial
- SAP
- Project Management
- PeopleSoft 8.8 Financials, Budget Components and Human Capital Management
- PeopleSoft Query Development, Nvision Reporting, Hyperion Essbase
- PeopleSoft Payroll - Third Party Payment Processing
- Microsoft Excel including creating spreadsheets importing data from PeopleSoft (Pivot tables etc.), Microsoft PowerPoint, Microsoft Office, Microsoft Word, and Microsoft Access Budget Development and Management of all grants, positions, general fund expenditures.
- Month End Close
- Title I Grant Budgeting & Management, Title IIA, Title 31A At Risk, GSRP Great Start Readiness, Food Service Fund 25 Management, Special Education IDEA
- Quick Books Bank Reconciliation
- Compliance Monitoring & Reporting.
- Human Resources Position budgeting and management.
- ADP Payroll Administrator processing payroll for multiple company codes/locations, payroll transfers to cover payroll liability. Garnishments, 3rd party payments, 401K investment management & administrator.
- Participates/attends State of Michigan Public Schools Financing Board Meetings in Lansing, MI
- Treasury Management (ROI, Bond, Wires transfers to cover payroll & payables, Cash Investments (Retirement & Benefits), Cash Management
- Prepares bid specifications and invitations to bid; conducts bid openings, analyzes bids and selects vendors; administers funds; and/or reviews and monitors professional service providers, agreements, contracts, grants and regulatory compliance.

Professional Experience

Dekalb Preparatory Academy
Director of Finance & Operations

Budget Development, Budget Management, Operations of facility & food service staff, contract management of information technology contract, grounds, bank reconciliation, and month end close, Annual Finance and Single Audit reporting. Monthly reporting to the Board of Directors financial performance. Onboarding and compensation management. TRSGA Pension management. Health care open enrollment administration, and costs containment.
Year-end 1099, 990, W2, yearend tax reporting, quarterly report review and adjustments. Annual insurance management of commercial property, workers compensation audit and management. Bank collateralization of public funds. Grant fund management consolidated application, Title I CSIP, Federal Nutrition Management, Title IIA, Sped, IDEA data and CPI data adjustments.

Fulton County Government, **September 2016 - July 2017**
Financial Systems Manager

Supervise staff and manage the Financial Systems. Ensures compliance of state and federal grants in IDIS system and AMS a major segment of the County's financial system. Serves as a liaison between the

Finance Department and the Housing & Community Development Department. Conducts financial analysis and generates reports for decision makers. Analyzes financial trends and the impact of proposed legislation and policies. Analyzes and evaluates operations and develops procedures for improvement. Prepares budgets and various analytical reports, including expenditure and financial reports. Manages various functions, including accounting, customer service, evaluation, internal audit, budgeting procurement, financial reporting, and billing. Analyzes financial data for departmental budget and develops performance measurements.

Implement methods and techniques to conduct performance evaluations. Implement methods and techniques used to conduct statistical analysis; principles and practices of procurement and contracting; apply methods and techniques used in cash flow analysis and forecasting; apply principles and practices of business administration, budgeting, and finance; Generally Accepted Accounting Principles (GAAP); Governmental Accounting Requirements (GAR).

Fulton County Board of Education,
Treasurer **May 18, 2015 to July 2016**

Update monthly cash flow for capital and general fund. Project management of capital programs tracking budget to expenditures. Management of assets and working capital analyzing project scope and balance. Provide revenue vs. actual reports monthly and upon request to project directors and executives. Cash flow forecasting monthly provided to CFO prior to Board of Directors meeting. Work with State of Georgia Economist to determine economic factors that may increase or impact revenue forecasting. This information is then used budget/allocate resources based on planned activities and projects. Manage cash flow and cash investment activities building relationship with key banking personnel to increase efficiencies re-engineered the process and correction to reporting by independent tax id codes based on FDIC guidelines. Implementing standards that are aligned with State of Georgia department of education chart of accounts and financial reporting for governmental agencies. Working closely with SAP personnel to develop new report formats to increase efficiency with internal and external reporting. Developing a mapping tool for consistency in uploading annual financial performance to the States information database. Quarterly collateralization review and management. Weekly cash needs assessment to cover payroll and payables expenditures. Review of applications for startup charter schools make recommendations on granting authorization utilizing financial information to determine sustainability. Quarterly reporting of charter schools financial performance. Annual review and mapping to provide to CFO for upload to state database. Annual review and presentation of financial performance measurements.

Edison Public School Academy, Detroit, MI- **July 1, 2010 to May 1, 2015**
Director of Finance

Responsible for budget development, budget management, compensation position funding, salary scale adjustments due to contract negotiations. Health care contract negotiation Budget vs. actual monthly variance reporting. Audit coordination & management. Monthly report to the Board of Directors regarding budget versus actual. Grant funding opportunities, grant awards, investment of 401k asset reporting. Independently applied for the Best Practice Award grant and was able to increase per pupil funding for the last 3 years. Independently applied for the transportation grant and was able to offset transportation costs for general fund and special education population.

Provided investors and stakeholder's financial compliance reporting annually 45 days after close of school year, providing audited financials, management of financial investment wire transfers and debt service. Position management and budget working closely with Human Resources. Supervise Food Service Department, management of Fund 25 monthly free & reduced reporting and claims. Created new process flow procedures to reengineer and define the flow of information from department to departments of responsibility. Established new timeline and procedures, as well as document creation. Wire transfers to cover the accounts payable and payroll. Treasury management. Cash flow statement management, Executive Team Member to Superintendents cabinet. Grant creation and management of Title I Grants, Title IIA, Title 31A At Risk, GSRP Great Start Readiness, Special Education Flow through Grants, IDEA.

Detroit Academy of Arts and Sciences, Detroit, Mi- **Jul 2005 - June 30, 2010**
Chief Financial Officer
Responsible for the financial management of a 30 million charter school budget; provide projections on cash & debt management. Provides cash management such as investments activities, payroll approval and wire transfers, treasury management for capital improvement and bond payments. Develop relationships
with bond underwriters, and investors for a 30 million bond project to purchase technology for newly opened Academy. Fund accounting budget & forecast. Implement new Accounting management systems and procedures. Supervise a staff of professionals in areas of Accounting, Payroll, Procurement, and Food Services, and Information Technology. Compliance officer to Oakland University to oversee charter compliance regarding the restrictions of funding sources.

Detroit Board Of Education, Detroit, Mi - **Aug 1985 - June 2005**
Program Supervisor **Nov 2002 - June 2005**
Manager of fund accounting, budget forecasting and fiscal analysis. Provided management of Title I revenues and expenditures. Financial management of budget accounts to comply with financial information data (FID) as defined by the State of Michigan. Provide variance analysis via PeopleSoft financials, exported to excel spreadsheets for internal & external reporting to business units. Provide monthly analysis of actual verses budget activity. Provide training and guidance to central staff to increase fiscal control and integrity. Provide recommendations to eliminate deficit spending. Maintain and audit budget transfer files.

Financial Specialist Payroll **(Aug 1985 - Dec 1999)**
Performed payroll processing via the People Soft HCM system. Processed deductions of third party payments such as writs of garnishments, and voluntary deductions.

Financial Specialist Accounting
Office of Accounting , accounts payable team player responsible for key account management of vendor relationships and payables. Per Diem allowance, invoice & purchase order payments.

VISTEON/FORD CORPORATION, Dearborn, Mi- **Apr 2000 - Nov 2002**
MSX International
Project Financial Budget Analyst
Major responsibilities using People Soft and SAP to forecast and develop (short term/long term) projections are to develop process flows & infrastructure for the bill back/assessment procedures to applicable departments. I consult and manage a team of key vendors housed on site in the development processes to ensure end user needs for new technological I components are met. Working closely with my controller, I provide comprehensive financial analysis, research, assessments and reports during month end and quarter close.

Financial Budget Analyst
Visteon Aftermarket Department, working closely with the Controller to Forecast and report actual expenses by profit center & plant division. Actual expense to budget variance explanations. Financial Analysis of new and existing Aftermarket Sales & Service Business. Saved the Visteon Aftermarket Department one million dollars ($1,000,000) in expenses one month after hire.

Financial Receivables Analyst
Global Receivables Analyst for the Ford Customs Finance Department, utilized access to maintain the receivables database for Ford and Visteon. Broker Audits (monthly) at Expeditors International. Completed Aging Reports utilizing Excel and reconciled duty refunds utilizing Access.

Education
MBA - Davenport University Sneden Graduate School: Finance/Strategic Mgmt. Advanced Accounting & Finance courses i.e. Global Finance, Accounting, Advanced Statistics, and Qualitative Management.

BBA - Davenport University: Finance Major Relevant courses Accounting, Financial Data Management, Statistics , Economics and Global Awareness .

Memberships

MSBO; Michigan School Business Officials, WSBO, Wayne County Schools Business Officials, GFOA member, ASBO Association of School Business Officials. GASBO Georgia Association of School Business Officials. AGA Atlanta Governmental Accountants

Davenport University

By authority of the Board of Trustees and upon the recommendation of the Faculty confers upon

Susan Wright-Barnes

the degree of

Master of Business Administration

with all rights, honors and privileges thereto appertaining.
Witness the seal of this University and the signatures of its officers given this month of August, 2004.

James B. Meyer
Chairman of the Board of Trustees

President of the University

Robert L. Lennon
Provost of the University

DeKalb Preparatory Academy

EXHIBIT 24

Attach the charter school's signed Assurances Form

ASSURANCES FORM AND SIGNATURE SHEET

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

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for *(name of school)* located in County is true to the best of my knowledge and belief; I also certify that if awarded a charter, the school:

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

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

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

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 20th day of July 2018

Sa Arnold, D.P.A.
Governing Board Chair, Charter School

July 20, 2018
Date

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the day of , 201_.

Chair, Local Board of Education — Date

Superintendent, Local Board of Education — Date

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

Governing Board Chair, Charter School — Date

Chair, Local Board of Education — Date

Superintendent, Local Board of Education — Date

EXHIBIT 25

Attach the charter school's signed and notarized Affidavit.

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

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) ✓ I am a United States citizen.

2) _____ I am a legal permanent resident of the United States.

3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is: _____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

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 Atlanta (city), Georgia (state).

S. Arnold
Signature of Governing Board Chair

Suzette Arnold
Printed Name of Governing Board Chair

SUBSCRIBED AND SWORN
BEFORE ME ON THIS THE
30 DAY OF July, 2018

Tonnisha Porche LaSalle
NOTARY PUBLIC
My Commission Expires: 9/21/2020

TONNISHA PORCHE LASALLE NOTARY PUBLIC GEORGIA PAULDING COUNTY EXPIRES SEPTEMBER 21, 2020

EXHIBIT 26

Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.

EXHIBIT 27

Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.

RESOLUTION

DEKALB PREPARATORY ACADEMY

AUGUST 1, 2018

Whereas, we, the DeKalb Preparatory Academy Board of Directors, understand the importance and value of our school being an active and contributing member of DeKalb County's charter school community, and

Whereas, our individual school community's interests and the interests of DeKalb's charter school community are best served and achieved by charter schools operating efficiently and effectively through sound governance, and

Whereas, the DeKalb Preparatory Academy operates as a member of the DeKalb County school community since 2012, and

Whereas, we, the Board of Directors, understand the rights and responsibilities of serving in an Oversight capacity to ensure good governance and ethical standards of operation,

Now, therefore, we, the Board of Directors of DeKalb Preparatory Academy, hereby move to approve the proposed DeKalb Preparatory Academy Charter Petition Renewal for the 2019-2024 fiscal year beginning July 1, 2019.

Board Resolution Approved on Aug 2nd, 2018

IN WITNESS WHEREOF, the undersigned have duly executed this resolution on Aug 2nd, 2018.

S. Arnold

Name: Suzette Arnold
Title: Board Chair

EXHIBIT 28

For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.

Not Applicable. DeKalb Preparatory Academy is not a conversion charter school.

EXHIBIT 29

Attach full response to all Governing Board Observations conducted by the DCSD Charter Office.

DPA acknowledges the deficiencies observed in the site visit and have taken steps to correct them. An RFP has been issued DPA's Charter Contract will be posted on the website DPA's Charter Contract will be posted on the website to select a new contractor to manage the DPA website. In addition, the board had secured Charter Boards, a program decided to bring efficiency to Board meeting administration. Thank you for your feedback and support in assisting DPA in its stewardship to better school leaders.

Mandatory Requirements			
Open and Public Meetings Act O.C.G.A. § § 50-14-1 through 6 ***Open Records Act O.C.G.A. § § 50-18-70 through 77***			***DPA Response to DCSD Board Meeting Observations***
1. Meeting time & location was posted at least 7 days in advance.	YES	NO	
2. Meeting agenda was posted on Governing Board/ School website.	YES	NO	DPA has joined Charter Boards as a means of improving Meeting Protocols updated to the website.
3. The current meeting's agenda is reviewed, approved and may include amendments.	YES	NO	
4. The prior meeting's minutes are reviewed, approved and may include amendments.	YES	NO	
5. Summary of actions, from current meeting, was posted within 2 business days. Date Checked: 03/01/2018	YES	NO	DPA has joined Charter Boards as a means of improving Meeting Protocols updated to the website.
6. Approved minutes, from prior meeting, were posted within 2 business days of the current meeting. Date Checked: 03/01/2018	YES	NO	DPA has joined Charter Boards as a means of improving Meeting Protocols updated to the website.
7. Hard copies of the agenda are available and focus on issues relevant to the school.	YES	NO	
8. The Secretary or designee records accurate minutes throughout the meeting.	YES	NO	
9. Votes and discussion are conducted within the spirit of agreed upon protocol norms.	YES	NO	
10. Governing Board has current fingerprinting and background documentation on each member. (Available upon Request)	YES	NO	
The items below are updated requirements by GaDOE: ***Rule 160-4-9-.06***			
11. Governing Board Membership	YES	NO	
12. Governing Board and Committee Meeting Calendar	YES	NO	DPA Board Calendar will be posted to the website.
13. Meeting agendas for upcoming committee meetings	YES	NO	Meeting agendas will be posted to website through link from Charter Boards

14. Meeting minutes for past committee meetings	YES	NO	Meeting agendas will be posted to website through link from Charter Boards
15. Procedure for contacting Governing Board and senior administrator	YES	NO	
16. Admission application, notification of enrollment and admission procedures, and upcoming enrollment and lottery dates	YES	NO	
17. A summary or line item version of the proposed and adopted budget.	YES	NO	DPA's budget will be posted on the website
18. The school's monthly financial statements	YES	NO	DPA's Financial Statement will be posted on the website
19. A link to the school's financial efficiency rating published by GOSA.	YES	NO	DPA's financial efficiency rating will be posted on the website
20. A link to the District's financial information published by GaDOE.	YES	NO	DPA will post a link to the District's financial information published by GaDOE on the website
21. The school's Charter Contract	YES	NO	DPA's Charter Contract will be posted on the website
Comments regarding compliance requirements:			

Optional Inclusions						
					Evidence and/or Specific Behavior Observed	***DPA Response to DCSD Board Meeting Observations***
22. Access to the Public	YES	NO				
23. Principal's Report	YES	NO				
24. Public Comment Period	YES	NO				
25. Sign-In Form	YES	NO				
26. Meeting starts and ends on time. Start Time: 6:34 p.m. End Time: 8:30 p.m.	YES	NO				
27. Supplemental Materials provided to the Governing Board are provided to all attendees.	YES	NO				

Best Practices Environment & Process					
				Evidence and/or Specific Behavior Observed	***DPA Response to DCSD Board Meeting Observations***
28. The meeting setting encourages participation and interaction among Governing Board members and is conducive to public attendance.	YES	NO	N/O		
29. Motions are made, seconded and voted on according to Robert's Rules of Order.	YES	NO	N/O	Inclement weather make up days approved. School calendar 18-19 approved. Financial report accepted. Payroll & HR software change approved NWEA contract (MAP) approved Academic report accepted as presented.	
30. The Governing Board is updated on results of items sent to Committee or worked on by individuals.	YES	NO	N/O		
31. The meeting has community members in attendance.	YES	NO	N/O		

Best Practices Leadership	

				Evidence and/or Specific Behavior Observed	***DPA Response to DCSD Board Meeting Observations***
32. The Chair makes every effort to keep the discussion focused and on track, according to the approved agenda.	YES	NO	N/O		
33. The Chair conducts the meeting in a professional manner using agreed upon norms.	YES	NO	N/O		
34. The Chair and Parliamentarian or Secretary successfully manage the public comment process.	YES	NO	N/O		
35. The Principal actively participates in the discussion, while allowing the Chair to lead the meeting.	YES	NO	N/O		

Best Practices Communication					
				Evidence and/or Specific Behavior Observed	***DPA Response to DCSD Board Meeting Observations***
36. Communication is directed toward the entire Governing Board with very few side conversations.	YES	NO	N/O		
37. Members exhibit respect toward one another.	YES	NO	N/O		
38. Members support Governing Board decisions even when they may personally disagree.	YES	NO	N/O		

Best Practices Ownership				
			Evidence and/or Specific Behavior Observed	***DPA Response to DCSD Board Meeting Observations***

39. The Chair solicits participation by all members present.	YES	NO	N/O		
40. When warranted, the Governing Board sends items to Committee for further exploration.	YES	NO	N/O		
41. Members volunteer to take on assignments so that tasks are evenly distributed.	YES	NO	N/O		
42. All members actively participate in the discussion.	YES	NO	N/O		

Best Practices Meeting Focuses					
				Evidence and/or Specific Behavior Observed	***DPA Response to DCSD Board Meeting Observations***
43. Board meetings focus primarily on education.	YES	NO	N/O	Tutoring.. 301 students receiving tutorial support. RIT score Norm report. Requested comprehensive testing data for ALL students for all subjects.	

Observable Practices

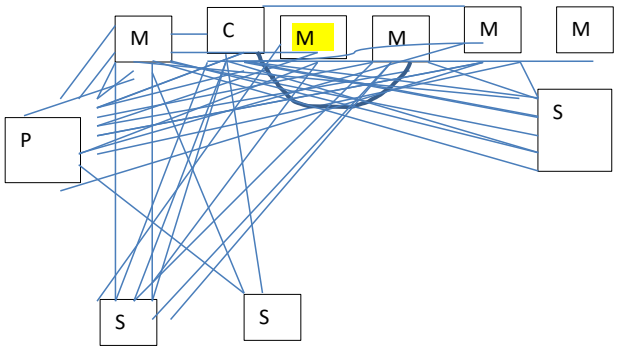


EXHIBIT 30

Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website.

DeKalb Preparatory Academy Board Training Plan

Board members must receive annual training per O.C.G.A § 20-2-2072 and SBOE Rule 160-4-9-.06, which require existing members of *locally-approved* non-profit charter school governing board members to participate in nine (9) hours of annual training, **with six (6) additional hours of training required for newly approved governing board members during the first year after their approval**. The training must include certain topics and be conducted by a SBOE approved provider.

Training will include but not limited to:
Annual Board Retreat Whole Board Governance Training 3 hours
Annual Georgia Charters Schools Conference 2 - 4 hours
Webinar Topics Aligned with Standards for **Effective Governance of Georgia Nonprofit Charter School Governing Boards.** Board member may choose 3-5 of the following topics. Each webinar is worth 1-hour credit.

- Getting the Most from your School Team
- Governing Board Life Cycle
- Charter as Employers
- Effective Committees
- Effective Leadership Oversight
- Ethical Issues in Charter School Governance
- Induction, Orientation & Mentoring of New Board Members
- Planning for Renewal
- Succession Planning
- Tips for Developing and Monitoring your Strategic Plan
- Vendor / Management Company Contract Monitoring
- Open Meetings Act Compliance

Financial Governance 3 hours
Board members with more than one year of service may receive the training by webinar. Members who have served less than one year must attend a training that is provided by **GaDOE Finance and Budget Office (FBO).**

Appendix A

Growth Comparison Percentages: Winter 2017 and Winter 2018

Overview: The following table depicts grade level performance as generated by MAP's Student Growth Summary Report. Comparison Periods are generated for overall grade levels Mean RIT and their growth percentile between the August (Fall) assessment and December (Winter) assessment. The data represents the Winter assessments in 2017 and again in 2018.

Reading Norm		Reading Mean RIT		Reading Percentile Growth		Math Mean RIT		Math Percentile Growth		Math Norm	
		2017	2018	2017	2018	2017	2018	2017	2018		
K	151.3	151.4	+152.4	50	+57	150.8	-147.4	46	-26	K	151.5
1	171.5	167	+176.5	24	+79	168.6	+175.3	19	+60	1	173.8
2	184.2	177	+181.6	13	+35	179.3	+185.6	12	+45	2	186.4
3	195.6	186	+189.7	9	+18	188.5	=188.5	6	=6	3	198.2
4	203.6	200	-197.9	30	-19	201.9	-197.6	15	-4	4	208.7
5	209.8	208	-205.9	40	-26	208.9	+209.7	14	+16	5	217.2
6	214.2	212	+213.8	38	+47	210.9	+212.9	7	+11	6	222.1
7	216.9	212	+220.8	24	+72	212	+222.5	5	+33	7	226.1
8	219.1	220	-219.5	55	-52	225	-221.8	36	-21	8	229.1

Table 1

Overview: The following table depicts the growth in RIT scores as demonstrated by grade cohorts. The mean scores reflect how a group of students performed one year in comparison to the next year.

Grade	Reading Norm	Reading Normative Mean growth between grade by RIT	DPA reading cohort growth performance b/w 2017-2018	Math Norm	Math Normative Mean growth between grade by RIT	DPA math cohort growth performance b/w 2017-2018
K	151.3			151.5		
1	171.5	20.2	25.1	173.8	22.3	24.5
2	184.2	12.7	14.6	186.4	12.6	17
3	195.6	11.4	12.7	198.2	11.8	9.2
4	203.6	8	11.9	208.7	10.5	9.1
5	209.8	6.2	5.9	217.2	8.5	7.8
6	214.2	4.4	5.8	222.1	4.9	4
7	216.9	2.7	8.8	226.1	4	11.6
8	219.1	2.2	7.5	229.1	3	9.8

Table 2

Appendix C

DeKalb Preparatory Academy
Discipline Plan

The DeKalb Preparatory Academy 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.

Conduct

The Board of Directors of DeKalb Preparatory Academy believes that the conduct of students 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, Golden Glide, bowling, the movies and the Bull Dog Block Party 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.
*Have not been assigned to more than three (3) Academy Homework Detention Days.

The Bull Dog Bash 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 a Bull Dog Bash each quarter.

D. P. A. Progressive Discipline Plan

The staff at DeKalb Preparatory 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 Preparatory Academy Progressive Discipline Plan that stipulates behaviors that will not be allowed at school. Also, outlined are the possible consequences of engaging in such behaviors. Staff members will utilize their classroom management system and give verbal warnings prior to progressing through the consequences.

Please read and discuss these with your children. With your assistance, the school will strive to provide the best possible learning environment for all children. All students who are referred to the office for discipline reasons will make phone contact with parent during each visit.

Disciplinary procedures

The basic intent of the Code of Student Conduct is embodied in the principle that the appropriate reaction to a disciplinary problem or incident is one that reasonably holds promise of resolving the problem. The concept of discipline is to cause a positive behavioral change by the application of consequences for negative behavior. In this way, the correction of misconduct becomes part of the learning experience.

DeKalb Preparatory Academy 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.

H. 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.

I. Detention

The Head of School or Principal may choose to assign after-school detention to students who are guilty of persistent minor disciplinary infractions. Parents must be made aware of the assignment of detention prior to its being held.

J. 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.

K. Refocus

The classroom teacher will have the option of sending student to another teacher's classroom to 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:

- Identify and re-focus their negative actions into positive actions.
- Speak with appropriate personnel that can provide that student with minor counseling and redirection.
- Make the necessary changes in order to return to the mainstream classroom setting.
- 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.

L. In-school suspension

The student is required to complete class work while supervised in a separate area away from the regular classrooms. The Head of School and/or Principal assign in-school suspension. The student's parents are informed of the infraction and of the in-school suspension by the school administration.

M. Short-term suspension (out-of-school)

In more serious cases of misconduct or if the misbehavior persists, the Head of School 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.

N. 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. This is consistent with state law and Board of Education.

Examples of Behavior
Type A Behaviors

Littering
In-unauthorized area or no hall passes
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
*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
Referral to Neighborhood School

Grounds for Suspension or Expulsion
A student may not be suspended from the academy or recommended for expulsion, unless the Head of School determines that the pupil has committed an act as defined pursuant to any of the 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 PREPARATORY ACADEMY

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 disciplinary referral with the principal or assistant principal pursuant. 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 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.

Appendix D

ELL Required Exit Criteria

o Scores of 5.0 on a Tier C ACCESS for English Learners (ELs) assessment (see items A & B below for cutoff score flexibility) Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit. NOTE: The W-APT may ONLY be administered to a student once in any school year.

Grade Levels K-6 | Access Score - 4.6-4.9 | 5.5 in each domain

Grade Levels 7-8 | Access Score - 4.7-4.9 | 5.5 in each domain

Grade Levels 9-12 | Access Score - 4.8-4.9 | 5.5 in each domain

*A student must score 5.5 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used

A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, the W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria

o Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).

APPENDIX E